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By-Rull, Marvin H.; Moore, Richard O.

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One phase of the curriculum demonstration program sponsored jointly by the Quincy Public Schools and Southern Illinois University is the Service Station Training School described within this report. The Service Station Training School was one of several sheltered work stations which were developed to provide preemployment experiences and training for dropout prone students. Objectives of the program included: (1) reduction of dropout rate by making in-school experiences more meaningful, (2) preemployment classroom training prior to actual need for employment, (3) an opportunity to emphasize desirable work habits and attitudes, and (4) motivation of the student by providing a wage earning opportunity in connection with his school experience. The Service Station Training School has served approximately 100 students since its beginning- - approximately 30 within any one school year. Followup of students completing the program indicate that only three are employed in work allied to the service station; however, none are listed as unemployed. (CH)

FINAL REPORT

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A SERVICE STATION TRAINING SCHOOL FOR DROPOUT-PRONE STUDENTS

A DEMONSTRATION TRAINING PROGRAM FOR POTENTIAL SCHOOLD DROPOUTS

By

MARVIN H. RULL

RICHARD O. MOORE

August, 1968

The research reported and the program described herein were performed pursuant to a contract with the Division of Vocational and Technical Education, U. S. Office of Education, Department of Health, Education, and Welfare.

Contract No. OE-5-85-053

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TABLE OF CONTENTS

Chapter	Title	Page
	Table of Figures	iii
	Acknowledgments	v
	Introduction	vi
	Photograph	vii
I	Problem	1
II	Description	5
III	Intelligence	19
IV	Reading Achievement	26
V	Work Evaluation	33
VI	Activities to Enhance the Program	37
VII	Attitudes	41
VIII	Holding Power	43
IX	Absences	45
X	Grades	48
XI	Placement	51
XII	Summary and Conclusion	53
	Appendixes:	
	(A) Personal Data Sheet	59
	(B) Prevocational Training Evaluation Form	62
	(C) Pupil Adjustment Rating Sheet	63
	(D) Home Visit Report	64
	(E) Parents' Newsletter	65
	(F) Student Worker Rating	72
	(G) Work Experience Questionnaire	73
	(H) A Curriculum Demonstration Program For Dropout-Prone Students	74
	References	

LIST OF FIGURES

Figure No.		Page
I	1965-66 Seventh Grade Selection Factors	18
II	1964-65 Control and Curriculum Demonstration Program Students' IQ Scores	20
III	1965-66 Control and Curriculum Demonstration Program Students' IQ Scores	21
IV	1966-67 Control and Curriculum Demonstration Program Students' IQ Scores	22
V	1967-68 Control and Curriculum Demonstration Program Students' IQ Scores	23
VI	1968-69 Control and Curriculum Demonstration Program Students' IQ Scores	24
VII	Service Station Training School Boys' IQ Scores	25
VIII	1964-65 Control and Curriculum Demonstration Program Students' Reading Achievement	27
IX	1965-66 Control and Curriculum Demonstration Program Students' Reading Achievement	28
X	1966-67 Control and Curriculum Demonstration Program Students' Reading Achievement	29
XI	1967-68 Control and Curriculum Demonstration Program Students' Reading Achievement	30
XII	1968-69 Control and Curriculum Demonstration Program Students' Reading Achievement	31
XIII	Service Station Training School Boys' Reading Achievement	32
XIV	Service Station Training School Students' Work Evaluation Scores	36
XV	Control and Treatment Students' Retention Rate	44

Figure No.		Page
XVI	Service Station Training School Boys' Absences	46
XVII	Curriculum Demonstration Program Students' Absences Working Other Places	47
XVIII	Service Station Training School Boys' Grades	49
XIX	Curriculum Demonstration Program Students' Grades Working Other Places	50

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Marvin H. Rull
Project Coordinator
Curriculum Demonstration Program

Richard O. Moore
Work Experience Coordinator
Curriculum Demonstration Program

INTRODUCTION

The Service Station Training School described within this report is only one aspect of the work experience opportunities in the Curriculum Demonstration Program.

The Curriculum Demonstration Program is an operative action research program (grades 7 - 12) in the Quincy, Illinois, Public Schools and is sponsored jointly by the Quincy Public Schools and Southern Illinois University.

The project was begun in 1963 under a research grant from the U. S. Office of Education and was designed to provide materials and experiences that would have meaning for dropout-prone students.

In the beginning, the work experience available to the students consisted only of part-time employment in the community. It was soon apparent that many of these students were not ready for this as evidenced by the rapid change of jobs the students had and the lack of dependability they showed in their work.

Sheltered work stations were developed within the Curriculum Demonstration Program to provide pre-employment experiences and training for the students, with the Service Station Training School being one of them. This report will deal only with this part.

SHELL
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CHAPTER I

PROBLEM

With many problems facing education today, there are perennial ones that have persisted and are increasingly difficult to solve. One of these, the dropout-prone student, has been most difficult for any number of reasons. One of the reasons, of course, has always been the lack of money to combat this problem. It is generally known that the cost per student is much higher than average if a school system is to provide a program that will be geared to the dropout-prone student in order to meet his needs and interests.

Although dropout percentages have declined in recent years the total number of dropouts is increasing due to the population explosion and greater numbers of educationally deprived children. National averages have dropped below the 30 percent mark but this can be misleading and begin to lull some educational systems into a state of complacency.

These students who leave school early because of failure often repeat this in the vocations they enter and in the civic community. Some of the factors that contribute to their failure are: (1) low linguistic growth, (2) cultural deprivation, (3) social alienation, (4) inappropriateness of educational experiences to vocational expectations, and (5) a lack of school and home environment suitable to the individual's development.

It is true that schools have done much to curb the dropout problem. This has resulted from many studies and recommendations for curricular innovations.

Earlier reports indicated that the dropout rate was approximately 35 percent in the communities. Some of the reasons for students dropping out were: (1) mostly children of little ability, (2) parents who did not consider education too important, (3) they were not successful in their school experiences, and (4) they participated in few extracurricular activities. Most of the dropouts came from low socioeconomic areas of the cities.

Bowman and Matthews' study indicated curricular innovations were needed on the secondary level.[1] Some of the reasons for dropping out of school were:

Lack of interest in school	21%
Academic failure	20%
Poor social adjustment	18%
To work, poor finances at home	16%
Pregnancies	9%
Teachers unfair	6%
Other reasons	10%

---

[1] Paul H. Bowman and Charles V. Matthews, Motivations of Youth for Leaving School, Cooperative Research Project No. 200, University of Chicago, Quincy Youth Development Project, Quincy, Illinois, 1960, pp. 6-7

Following are nine characteristics that distinguish the dropout group from students of similar intelligence and social status who remained in school until graduation.

1. The dropout resides in a homogeneous area of low social status.
2. The dropout does not have the skill, responsibility, and personal and social adjustment necessary to obtain and hold a part-time job while attending school. He does not obtain a good job after leaving school, does not hold a job for long, and makes a relatively poor work record.
3. In his personal adjustment, the dropout lacks the ability to gain status, is socially immature, irresponsible, defensive, and pessimistic about his vocational future.
4. Socially the dropout is sometimes withdrawn and sometimes aggressive. He lacks friends and is not a leader. The dropout does not participate in extracurricular activities.
5. The dropout is academically below average, a poor reader, absent from school frequently, and clashes with certain middle class teachers who reject him on the basis of social class or academic failure.
6. The dropout's system of values rejects school, self, and competitive situations.
7. Though the dropout generally regrets his leaving school, he feels frustrated and socially insecure in the school situation.

8. The dropout does not see the possibility of education as a means to vocational success and can find no suitable training program in our schools as presently organized.

9. The parents of the dropout are indifferent to school persistence on the part of their children.

At the end of this study it was apparent a program featuring four phases should begin. First, identify and counsel the dropout-prone student. Second, provide special classes and practical classroom experiences. Third, develop a work-study program. And fourth, involve the parents.

CHAPTER II

DESCRIPTION

The Service Station Training School was one phase of the work experience program of the Curriculum Demonstration Program. It began operation on July 1, 1964, to provide a controlled environment for students who were not prepared to go into community employment.

Originally, the Service Station Training School was designed to pay students and supervisors from the profits derived from the operation, but the high cost of supervisory time along with the number of student workers being paid showed the expenses for such an operation were abnormally high and funds not adequate. Because of lack of financing, it was impossible to carry out the proposed plan successfully.

Through the combined efforts of the Quincy Public Schools and Southern Illinois University, a grant was obtained through the U. S. Office of Education for the period of June 1, 1965, through May 31, 1968. This enabled the project to provide a suitable working experience while carrying on needed research in the area of designing comprehensive curricula for the dropout-prone student.

There were several unique aspects of the Service Station Training School:

1. It was a program exclusively designed for the dropout-prone student, his needs, interests, and problems. This approach was designed to prevent dropping out of school by making his in-school experiences more meaningful.
2. Units embracing occupational information and pre-employment requisites were integrated into the curriculum as they arose from the training program.
3. The student received pre-employment classroom training by the training school instructor prior to any employment if a need was indicated. In this way the classroom and the training school actually served as locations for preparation for subsequent employment in the community.
4. It was a sheltered work experience in which the main emphasis was placed on the development of desirable work habits and attitudes according to the student's needs.
5. The student was permitted to work any time during the day, and not just during the afternoon as was found in many programs.
6. The student received both school credit and a salary in order to motivate participation.
7. The program included a systematic evaluation procedure.

Objectives

When students progressed to the point of being ready to accept the responsibility of employment in the community, they were moved out of the training school to other work stations in commercial establishments and industry. These students were evaluated by the work experience coordinator and the employer.

The Service Station Training School objectives were:

1. To meet the needs of the unsuccessful student for vocational preparedness.
2. To articulate and facilitate the transition of the dropout-prone student between the school and the world of work.
3. To provide a sheltered work laboratory for the student.
4. To evaluate the student while in a realistic work situation.
5. To measure the student's vocational adjustment.
6. To provide work experience for as many students as possible.
7. To evaluate and develop the habits and attitudes necessary for job success.
8. To teach some mechanical skills to the student interested in this type work.
9. To afford the aggressive or withdrawn student an

opportunity to meet the general public in a businesslike manner.

10. To teach the use of the cash register and proper method of making change.
11. To provide a prevocational work laboratory in order to evaluate the student's work habits, attitudes, vocational adjustments, appearances, and performances prior to job placement within the business community.
12. To provide motivation for staying in school for the otherwise dropout-prone student who has heretofore had little desire to meet the academic requirements of the educational system.
13. To evaluate the effectiveness of sheltered work experience for the dropout-prone student.

The concept of the Service Station Training School was not to arbitrarily train students for service station work after graduation from high school. Rather, it was intended to provide experiences vital to seeking and maintaining full-time employment whether it be assembly line work, food service, etc.

Some of the most important aspects to consider in the training school were:

1. Willingness to work with other people
2. Meeting the public
3. Accepting constructive criticism

4. Attitudes toward work

5. Appearance

6. Punctuality

7. Dependability

Staff

Director: The director was responsible for the selection of personnel. He supervised the complete operation of the Service Station Training School and the personnel in teaching techniques. He was the chairman of the training school advisory committee and he administered the training school budget and had the responsibility for requiring proper business procedures in the service station operation.

Work Experience Coordinator: The work experience coordinator was responsible for selection of students for training and scheduling students for classroom instruction and work experience. He maintained liaison between the classroom, the administration, the training school, and community employment agencies. He collected the data and evaluated the students. He placed students in positions outside the training school when they were prepared for such positions.

Training School Instructor: The training school instructor conducted classroom activity to ensure student training in service station techniques before work experience began at the school or in the community. He provided instruction in proper pump item service

methods, the washing and lubrication of vehicles, the proper use of equipment, safety methods, petroleum products knowledge, proper use of automobile specification books and materials, functions of automotive electrical and braking systems, and other mechanical aspects of vehical operation. He also ensured the proper use of cash registers, of making change, and proper work habits and attitudes. He supervised the work of the work supervisor and part-time supervisors, and ensured the general operation of the program through supervision of on-the-job training.

Work Supervisor: The work supervisor was responsible for the supervision of students on the job. He ensured proper record keeping and bookkeeping procedures. He promoted, through the students, proper customer relations, and knowledge of station financial matters. He also ensured businesslike procedures of the station operation and general supervision of the operation along with the training school instructor.

Other Supervisory Personnel: Other supervisory personnel (2) were employed on a part-time basis for proper operation of the school. They handled all matters of operation as prescribed by the training school instructor and/or the work supervisor. They worked under the direction of the work supervisor and carried out his normal work load. The work supervisor utilized other supervisory personnel to supervise student work approximately one-half of this period.

Secretary: A full-time secretary was employed for the purpose of bookkeeping and compilation of data for the final write-up.

An advisory committee made up of the director of the Curriculum Demonstration Program, the work experience coordinator, the training school instructor, and a high school counselor coordinated the program and ensured that the work experience was an integral part of the curriculum of the students in the project.

Monies received in operation of the Service Station Training School were used to pay part of the student employees' wages and meet expenses of the business operation. Any buildup of funds occurring in the business operation was used to expand and carry on the regular operation of the training school.

The training school simulated the operation of a regular service station operation as closely as was possible. All the duties were carried out by students under the direct supervision of training school personnel.

During the course of the operation of the Service Station Training School, the station cooperated and participated in all of the major activities of the parent oil company. The major sales promotions showed students the value of extra services and additional concentration of sales. At these times the students demonstrated increased awareness in customer relations and service.

The local oil distributor conducted annual spring clean up campaigns to clean and paint stations. The Service Station Training School was the winner of this campaign both years.

Added customer conveniences were supplied such as ice and soda machines. These were put in to provide competition with other stations. At no time has the Service Station Training School undercut prices to gain customers. This has resulted in good retail relations with other service stations in the area.

Because these students were deemed unable to function in regular classroom situations, an agreement with the Division of Vocational Rehabilitation, State of Illinois, was entered into to place these students as clients of the Division of Vocational Rehabilitation. The Service Station Training School was reimbursed ten to twelve dollars a week per student to help pay students' salaries at the station. The school was providing a service for the students which, in essence, the Division of Vocational Rehabilitation bought.

The work experience coordinator and the training school instructor evaluated the students by testing for interest and aptitude. The results of these tests were forwarded to the Division of Vocational Rehabilitation to help the students in jobs or additional technical training after graduation from high school. The Division of Vocational Rehabilitation also provided for medical or dental services if these students were found to be in need of these. The success of the training school was helped by this funding agency.

An engine analysis and tune-up course was provided for boys who showed special interest in mechanics and were interested in service station work. This class was taught by the training school instructor

and met daily through the school year. This course was designed to give instruction in tune-up for automobile engines and students received academic credit toward graduation. Approximately ten to fifteen boys were enrolled annually. Engines from demolished automobiles were bought, reconditioned, and sold. The profits from these engines went toward buying other engines and into the fund for the annual spring party for the boys. This class resulted from asking eighteen graduating seniors if they would want a motor analysis and tune-up class offered in the high school. Fourteen responded yes and only four indicated they would not be interested.

Scheduling of Students

Who was eligible to work?: Boys 16 years of age or older, enrolled in the Curriculum Demonstration Program were eligible to work and receive training at the Service Station Training School. Approximately 75 boys were eligible, most boys coming from the senior high school and a few from the junior high school.

Since it was not feasible to train such a large number of students, this phase of the program was not mandatory. The students' interests and abilities were taken into consideration as there were other sheltered work opportunities for students in the Curriculum Demonstration Program.

During the course of a school year, approximately 30 boys were employed at the training school. After a period of training, some of the

boys, having achieved the goals of the training school, were placed in commercial businesses in the community. The length of the training at the training school depended upon the achievement made by each individual boy. The achievement was evaluated by the work experience coordinator, the training school instructor, and the work supervisor.

The Service Station Training School was open seven days a week, from 7 a. m. to 9 p. m., except on Sundays when it closed at 1 p. m.

Because of the hours of the training school the students' school schedules were very flexible. For example a schedule could have been as follows:

1 period	Service Station
2 period	Service Station
3 period	English
4 period	Social Studies
5 period	Business and Industrial Math
6 period	Physical Education

Or, it could have been as follows:

1 period	English
2 period	Social Studies
3 period	Living Science
4 period	Physical Education
5 period	Service Station
6 period	Service Station

Some students preferred to spend the entire day in school and work after school. Then the schedule was:

1 period	Physical Education
2 period	Typing
3 period	English
4 period	Social Studies
5 period	Living Science
6 period	Study Hall
3 to 6 p. m.	Service Station

Or:

7 to 8:20 a. m.	Service Station
1 period	Service Station
2 period	Service Station
3 period	Physical Education
4 period	General Math
5 period	English
6 period	Social Studies

Or:

1 period	Typing
2 period	Physical Education
3 period	English
4 period	Social Studies
5 period	Business Math
6 period	Study Hall
6 to 9 p. m.	Service Station

Saturday or Sunday Work: During the first three years of the operation of the training school, boys were reluctant to work on weekends for the token wages. Many thought they would like to have Saturdays and Sundays off or work at other places for better wages. To combat this, the training school offered time and a half wages if the boys worked after school and/or Saturdays and Sundays. This move proved to be effective, for the boys then volunteered to work during those hours.

Credit and Pay: Students working at the training school received token wages and credit for working. This credit was counted toward the requirements for graduation.

If a student worked two hours a day he received one credit for the school year. The requirement for graduation in the high school was 18 credits, 16 being academic (work experience credit included) and 2 credits for physical education.

The pay ranged from 50 to 80 cents an hour plus time and a half for evenings, Saturdays, and Sundays.

Student Evaluation: Monthly student evaluations were made on each student employed. The evaluation form consisted of ten qualities necessary for job success. (See appendix B.) Each quality was rated as outstanding, satisfactory, needs improvement, or unsatisfactory. Numerical values assigned to the ratings were as follows:

Outstanding	1 point
Satisfactory	2 points
Needs Improvement	3 points
Unsatisfactory	4 points

Student wages, ranging from 50 to 80 cents per hour, were based on the evaluations made by the training school instructor.

A student entering the Service Station Training School was classified as a fourth class trainee and received 50 cents per hour. After two evaluations having a point total of 18 or less, the trainee was promoted to a third class trainee at 55 cents per hour. The same process was followed for a second class trainee at 60 cents per hour, and a first class trainee at 80 cents per hour. When the student became a first class trainee he was considered employable for community work.

Scheduling into the Regular School Program: When a student in the Curriculum Demonstration Program progressed to the point of being able to function effectively in the regular school program, he was scheduled out of CDP and into the regular school program. Only a small group of students were able to do this and, to date, all of the students

scheduled out of the Curriculum Demonstration Program have done well in the regular program. Approximately five students per year have moved out of the Curriculum Demonstration Program and into the regular program.

Selection of Students: Students for the Curriculum Demonstration Program were selected on the five factors of reading achievement, intelligence, general achievement, socioeconomic status, and adjustment to school. These students, along with the control group, comprised approximately 15 percent of the student body who fell at the bottom in ranking of the total class group according to the average of these five factors as measured by objective instruments. Educable mentally handicapped students were not included in this as there was a program for them.

Abilities and Achievements: The five factors of selection mentioned above were factors which correlated highly with one another. Students ranked low on the scale when each of these factors were considered separately. Figure I shows the number of students in the 1965-66 seventh grade class who fell into each quintile according to each selection factor.[2]

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[2] Charles V. Matthews and John E. Roam, A Curriculum Demonstration Program for Dropout-Prone Students, Southern Illinois University, 1966, p. 22

FIGURE I

1965-66 Seventh Grade

Quintile	IQ	Reading Achievement	Academic Achievement	Socio-Economic	Adjustment
5	62	75	75	19	70
4	19	17	13	35	19
3	11	0	4	34	3
2	0	0	0	4	0
1	0	0	0	0	0

CHAPTER III

INTELLIGENCE

The IQ scores were obtained from the California Test of Mental Maturity administered during the sixth grade. Figures II through VI show the lowest IQ being 76 and the highest being 108 with the greatest percentage of students falling in the 91-95 IQ range. Figures II through VI also show the lowest IQ for the control groups was 76 and the highest was 110 with the mean score being 93. These figures included all students in the Curriculum Demonstration Program and control groups within the last five years, with the years listed representing the years the students were graduated.

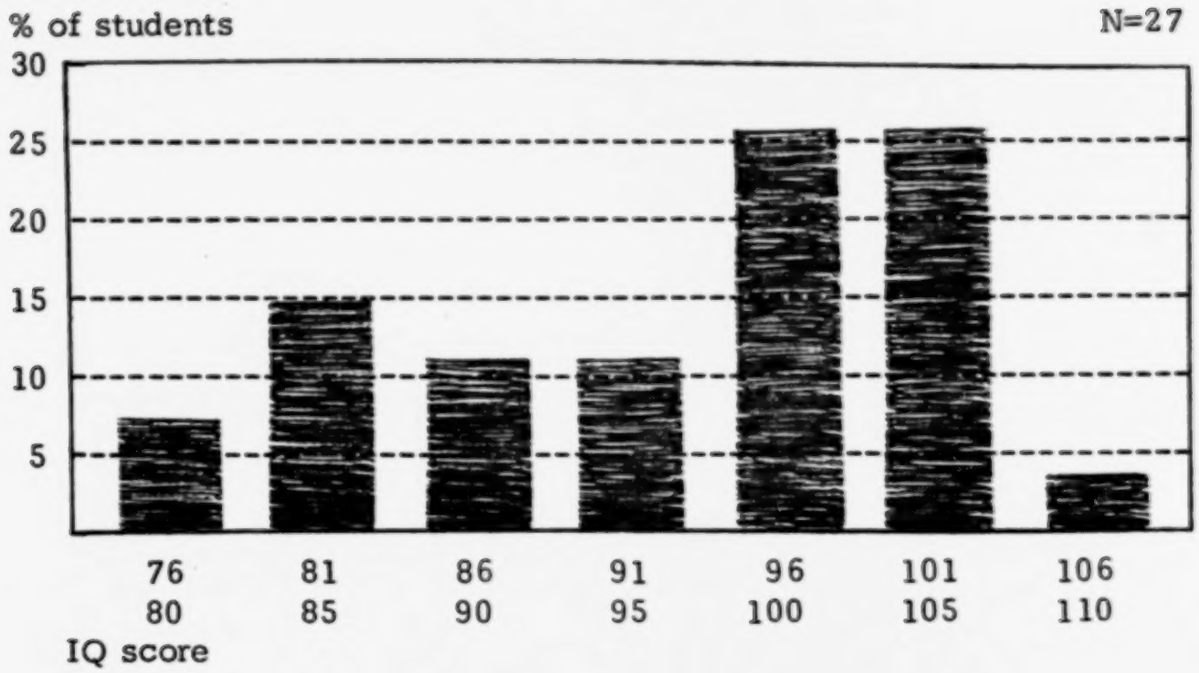
Figure VII shows the Service Station Training School boys' IQ, the lowest being 71 and the highest 112. The mean IQ of this group was 90.

FIGURE II

1964-65

CONTROL

Mean - 94



CDP

Mean - 90

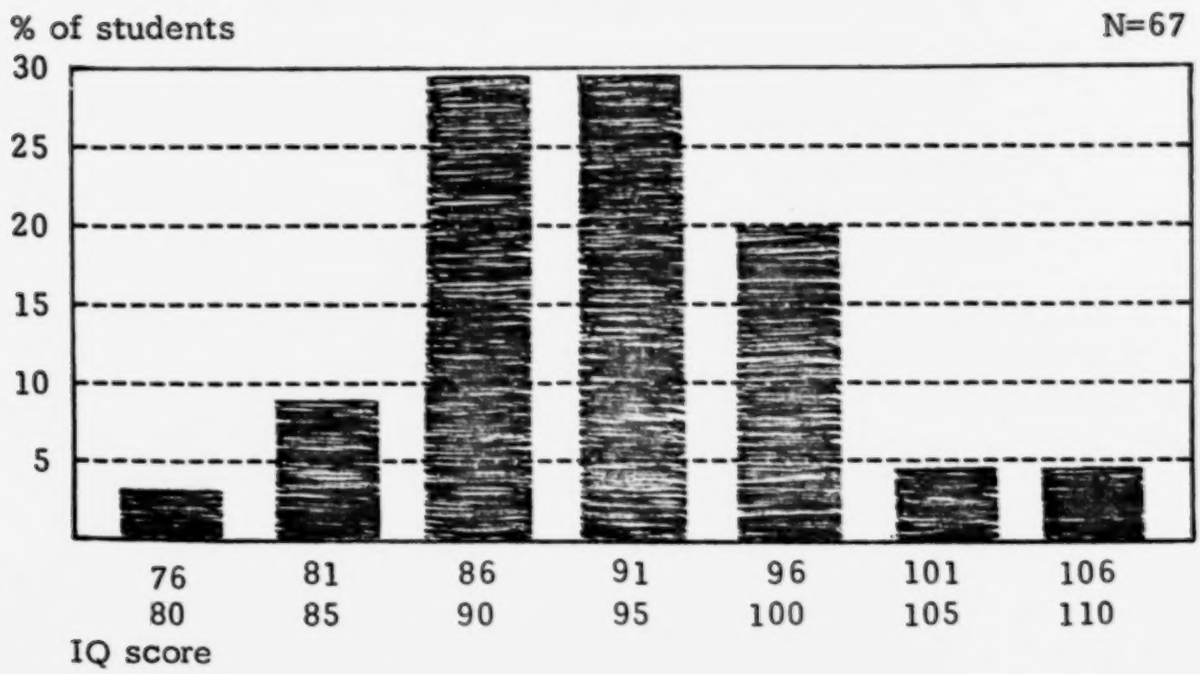
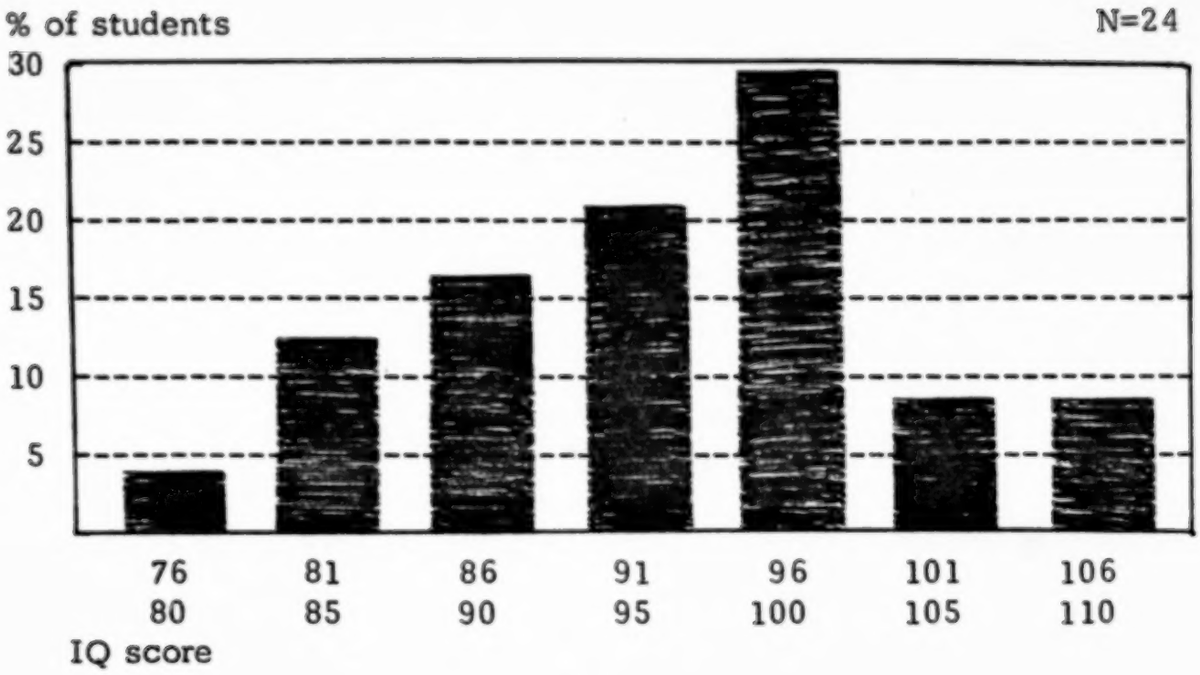


FIGURE III

1965-66

CONTROL

Mean - 94



CDP

Mean - 91

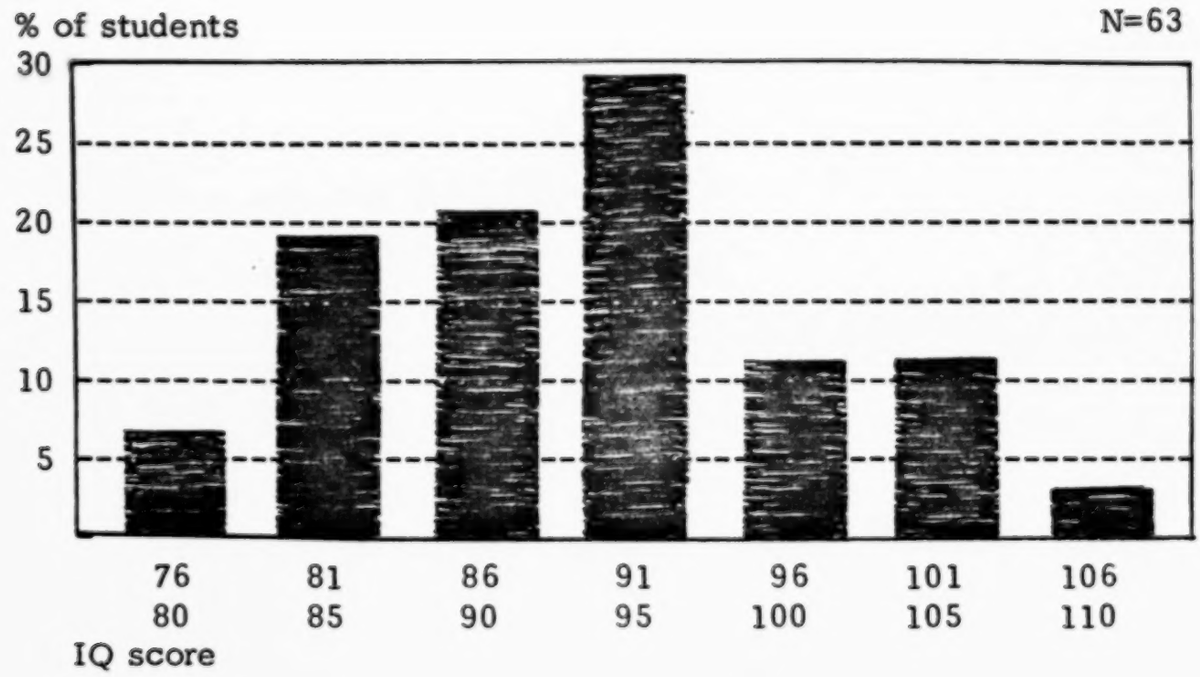
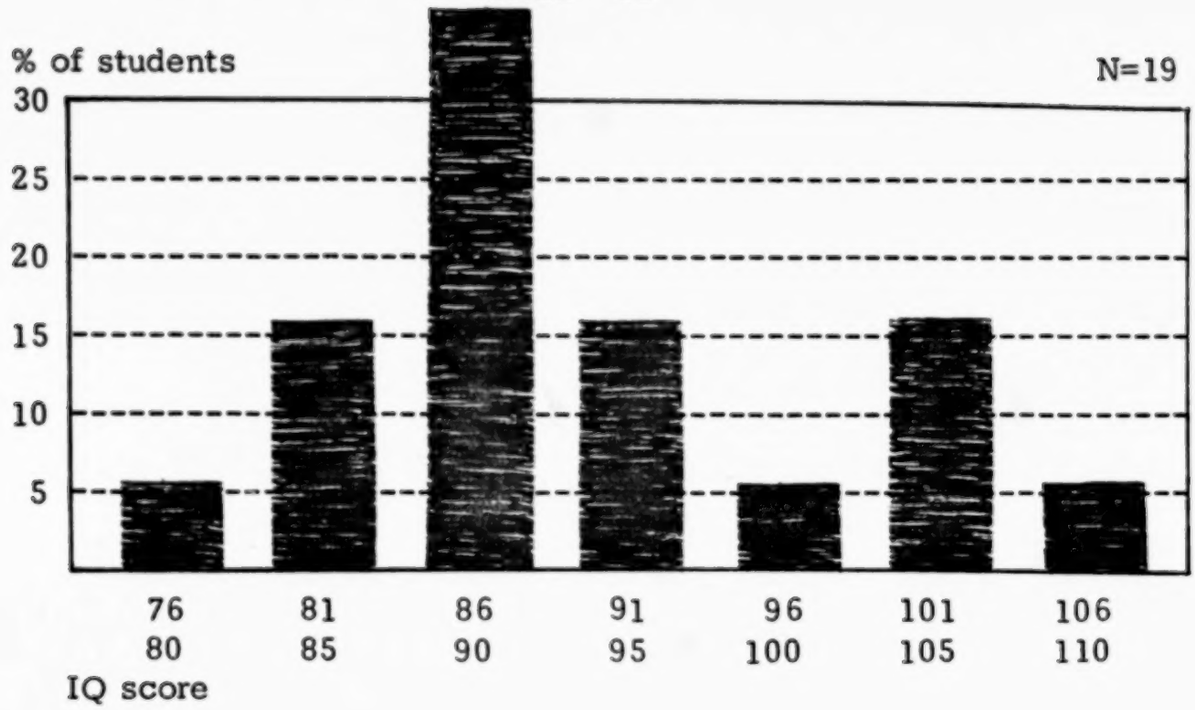


FIGURE IV

1966-67

CONTROL

Mean - 92



CDP

Mean - 92

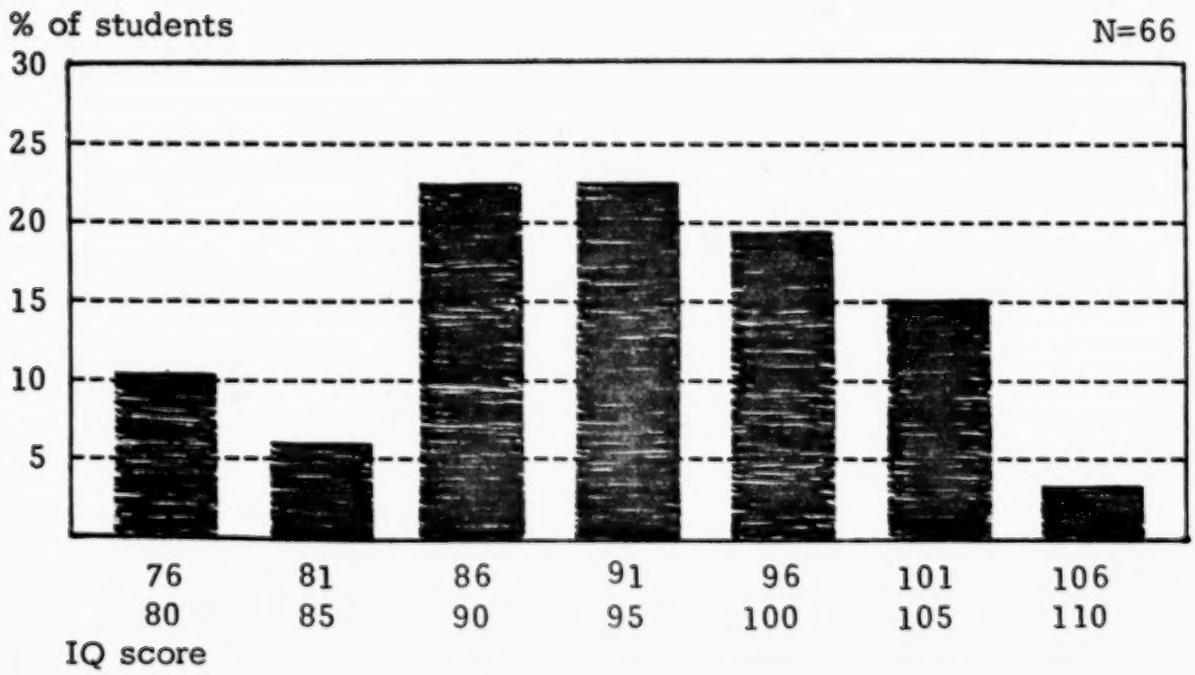
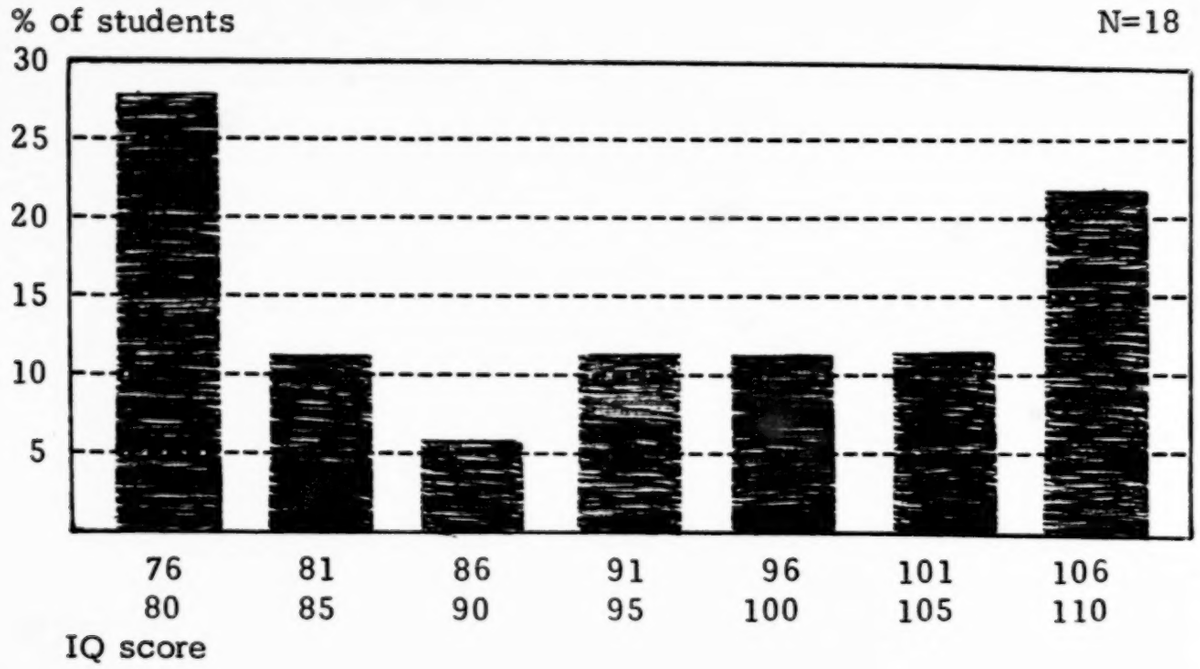


FIGURE V

1967-68

CONTROL

Mean - 92



CDP

Mean - 89

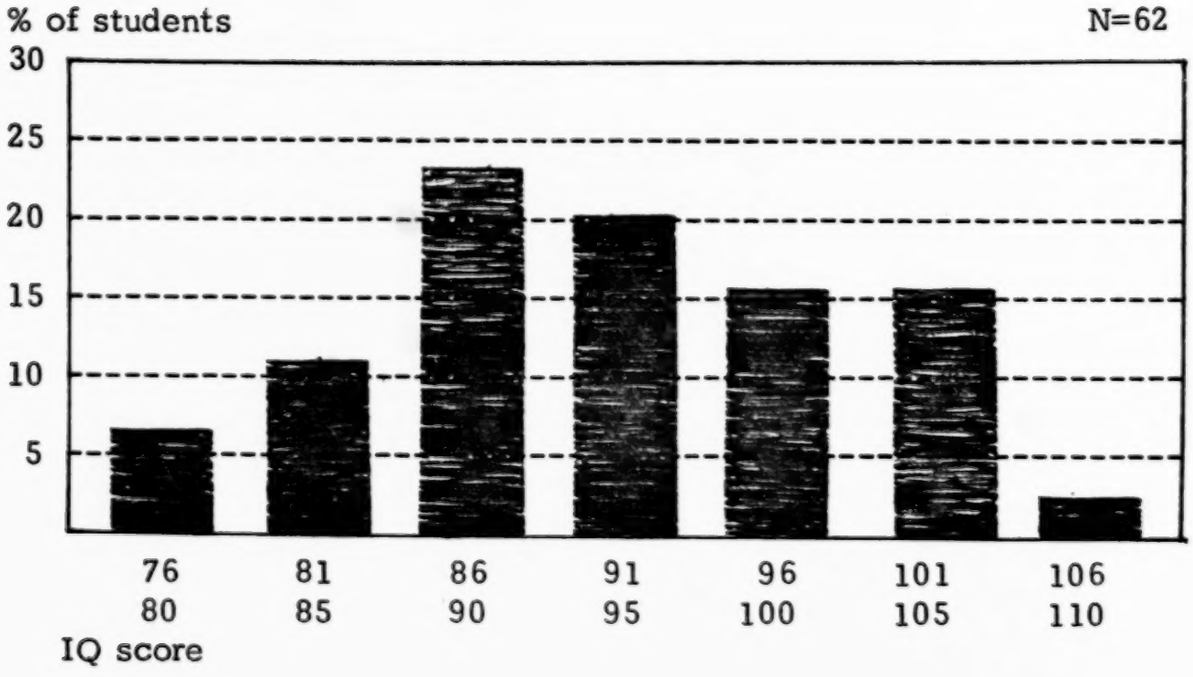
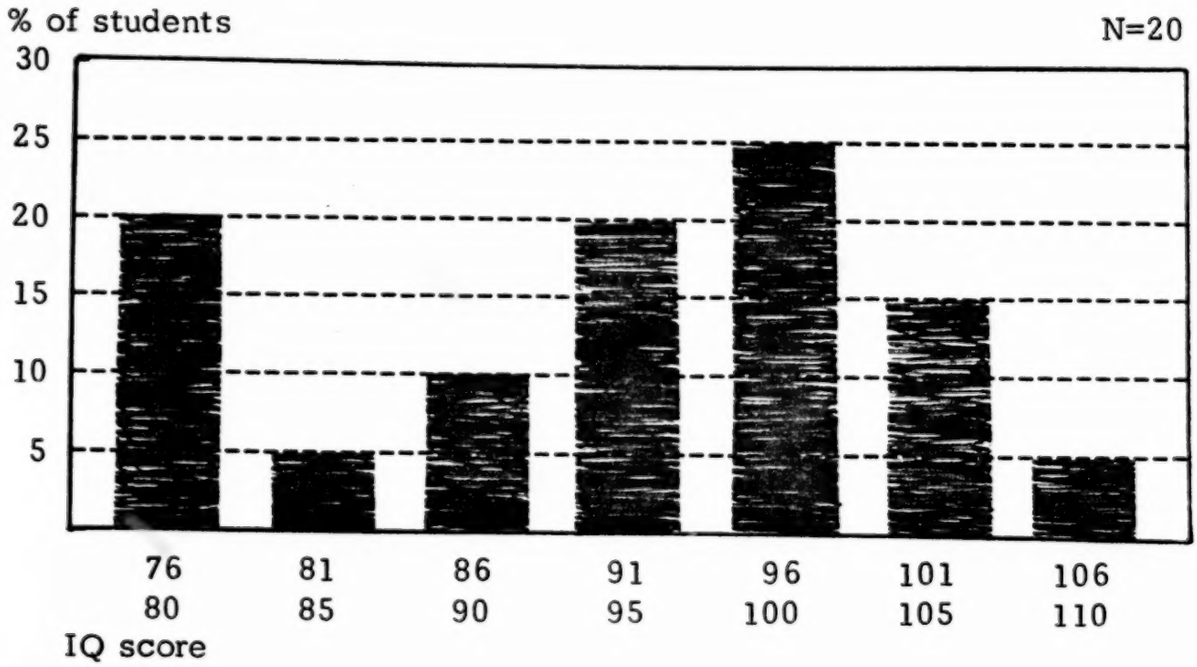


FIGURE VI

1968-69

CONTROL

Mean - 92



CDP

Mean - 93

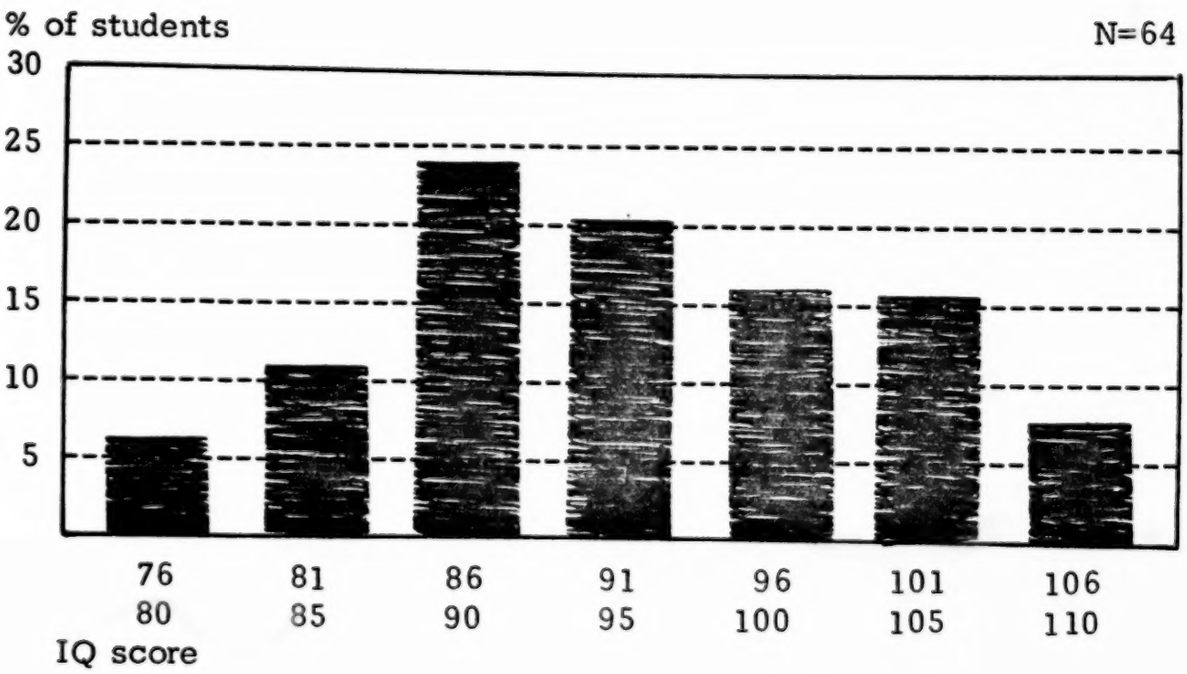
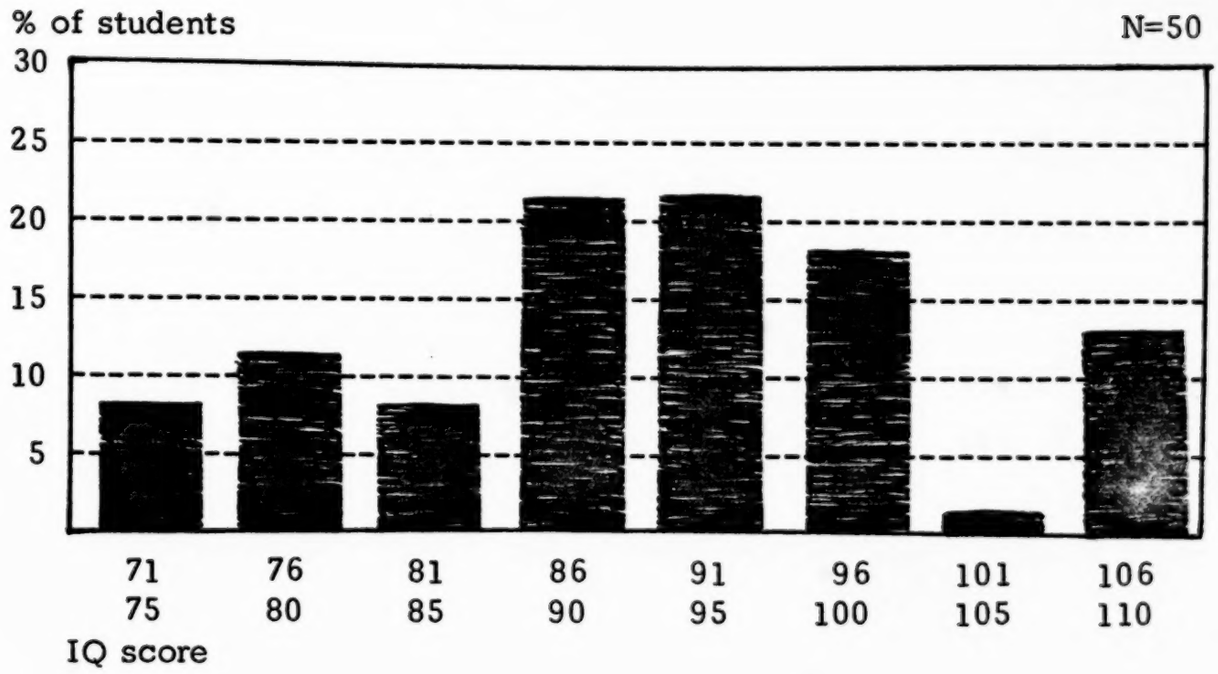


FIGURE VII

Service Station Boys

Mean - 90



CHAPTER IV

READING ACHIEVEMENT

The reading achievement score was obtained from the Iowa Achievement Test administered in the sixth grade. The lowest reading scores were 3.1, with the exception of one student having 2.8, and the highest was 6.5 with the mean score 4.9. The control groups' lowest score was 3.0 and the highest 6.5, with the exception of one student having 9.8. The mean reading level was 5.8 for the control groups. See Figures VIII through XII.

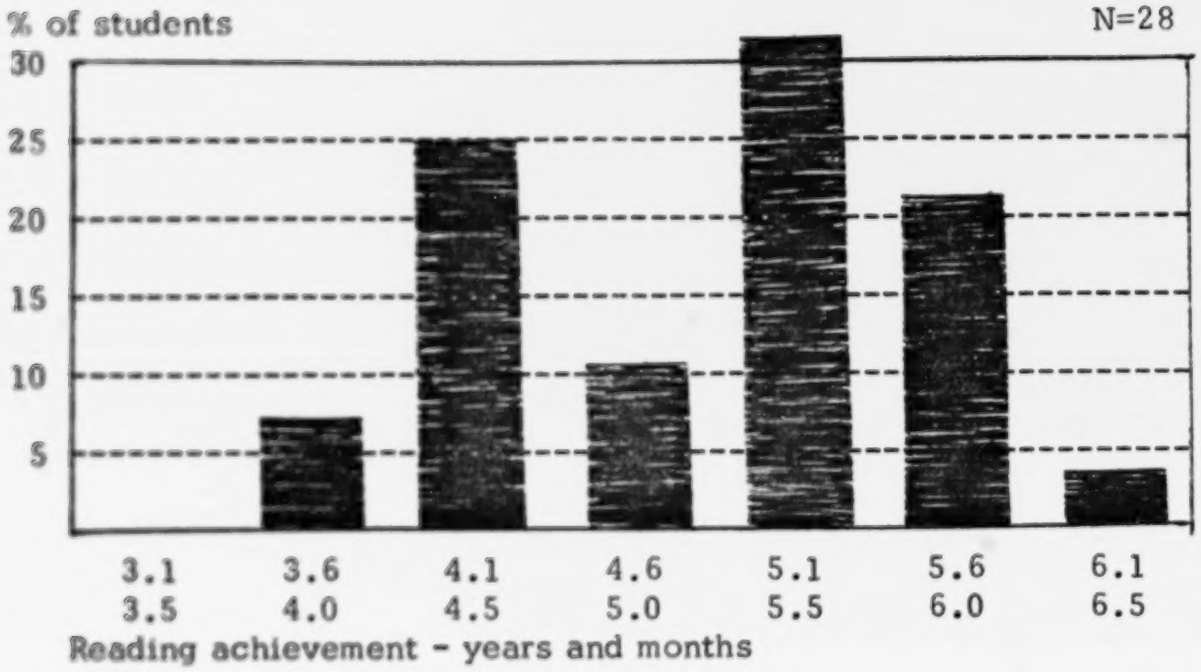
Figure XIII shows the Service Station Training School boys' reading scores as 2.1 for lowest reading level and 6.5 being the highest with the mean score in years and months as 4.5.

FIGURE VIII

1964-65

CONTROL

Mean - 5.1



CDP

Mean - 4.7

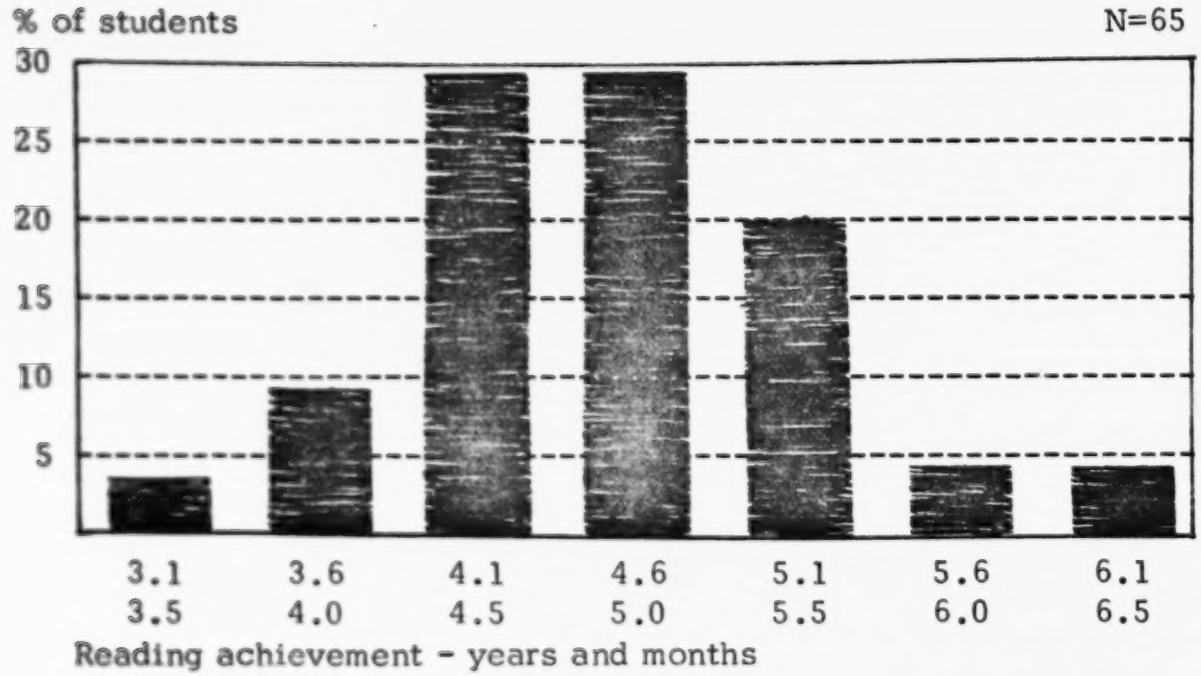
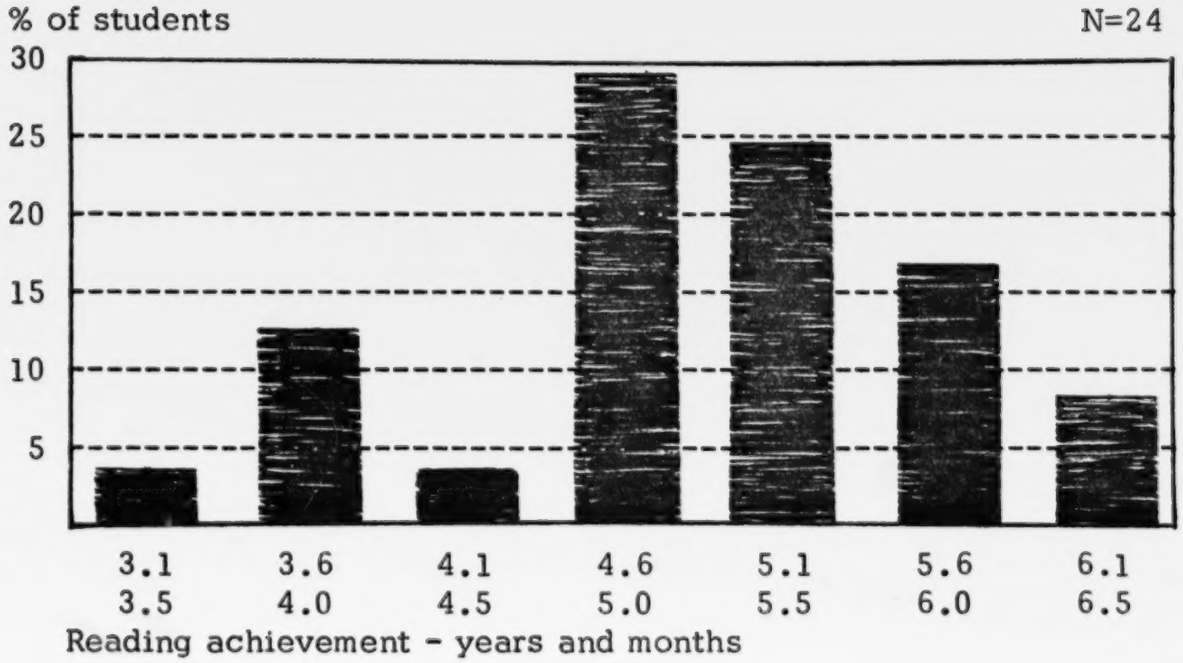


FIGURE IX

1965-66

CONTROL

Mean - 5.0



CDP

Mean - 4.8

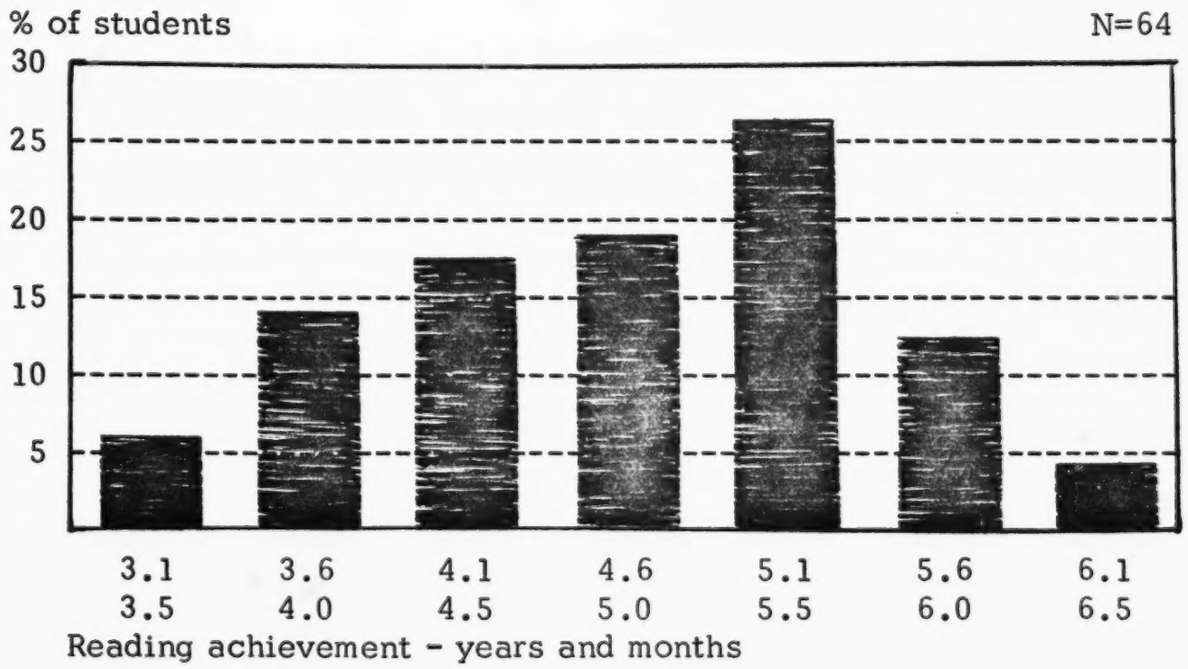
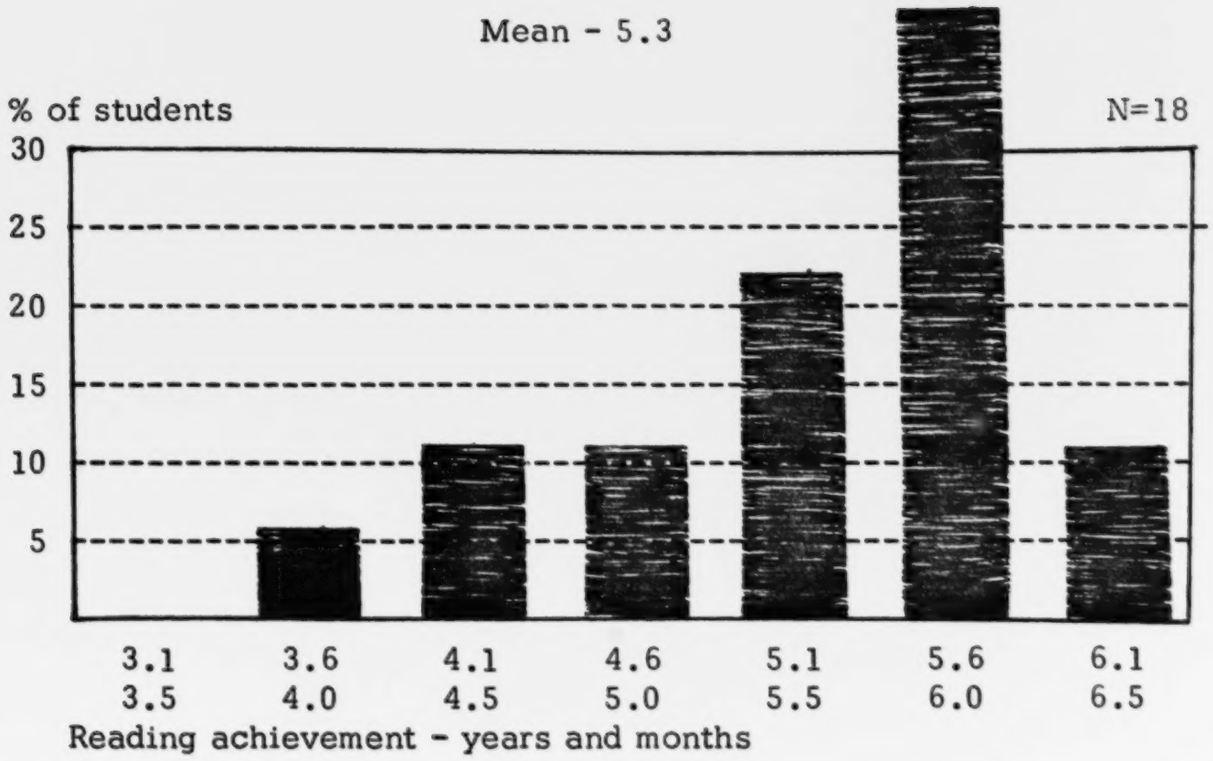


FIGURE X

1966-67

CONTROL

Mean - 5.3



CDP

Mean - 5.0

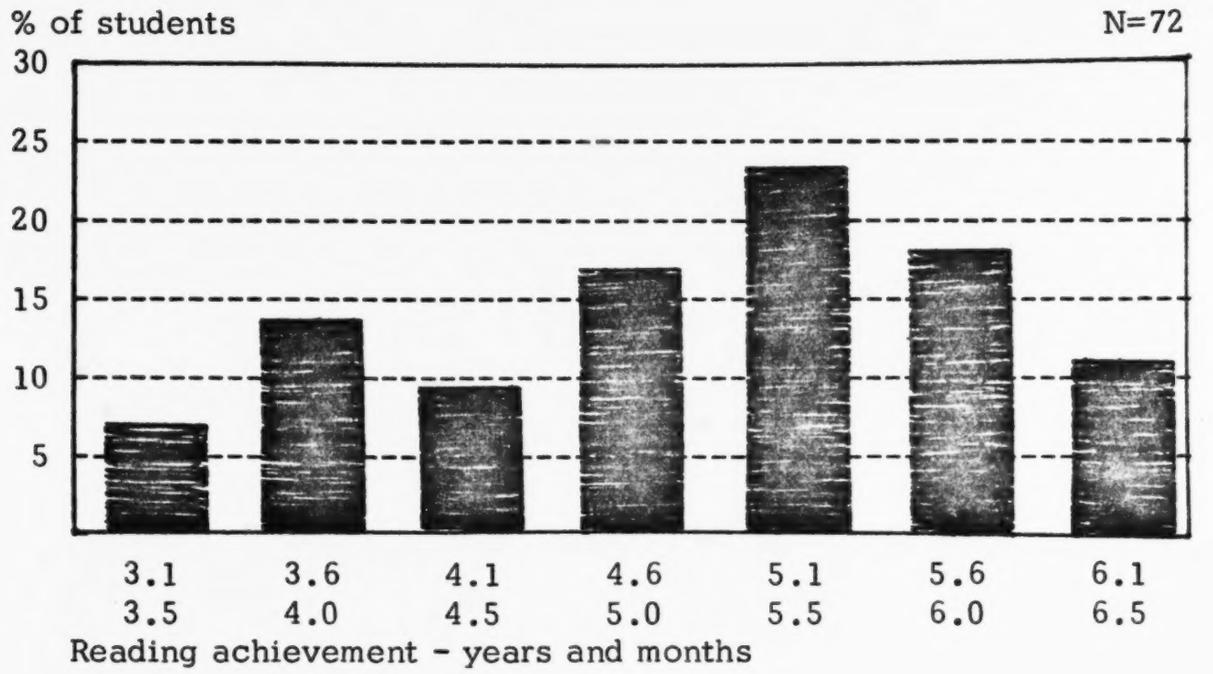
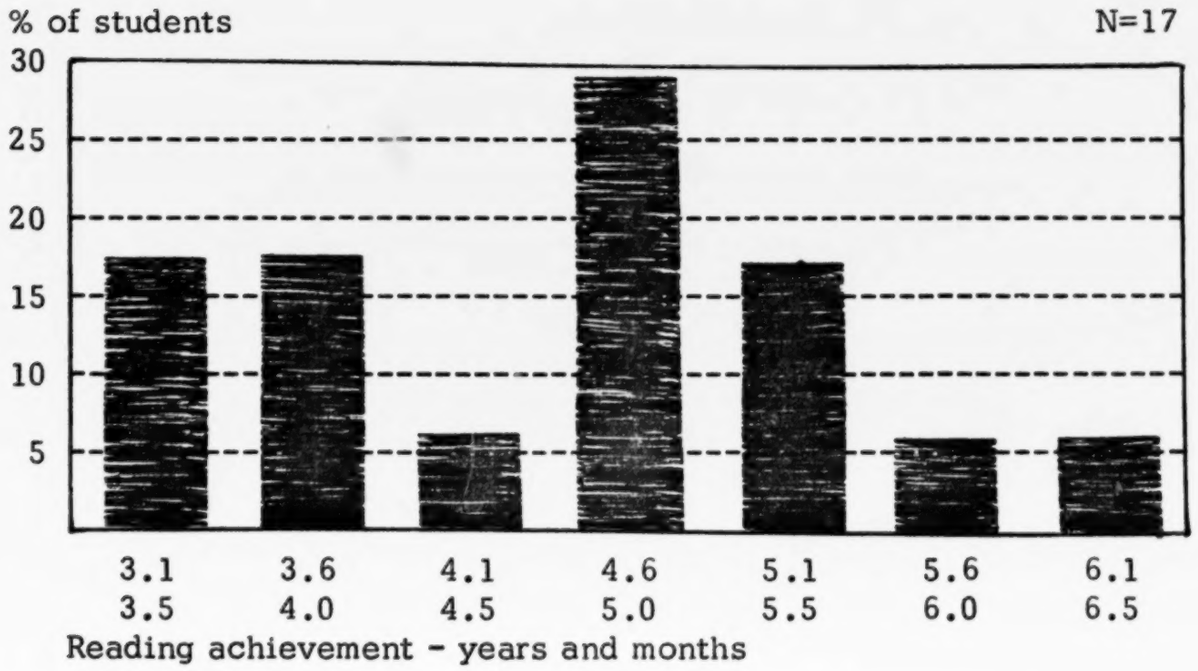


FIGURE XI

1967-68

CONTROL

Mean - 4.7



CDP

Mean - 4.9

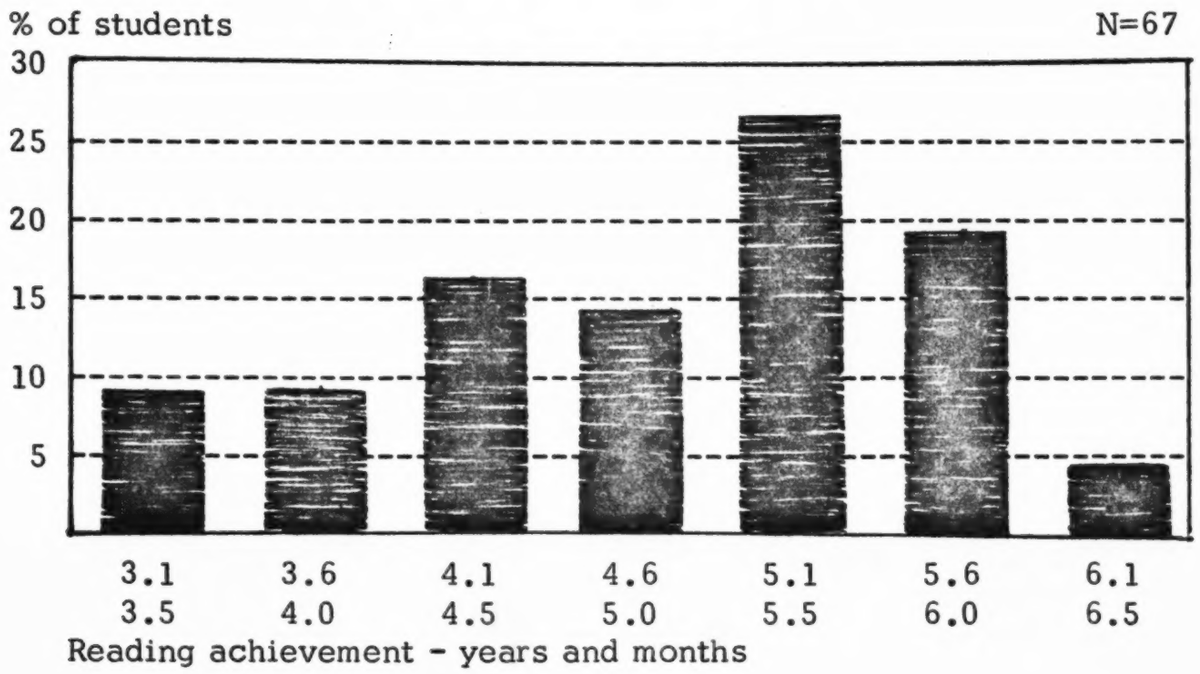
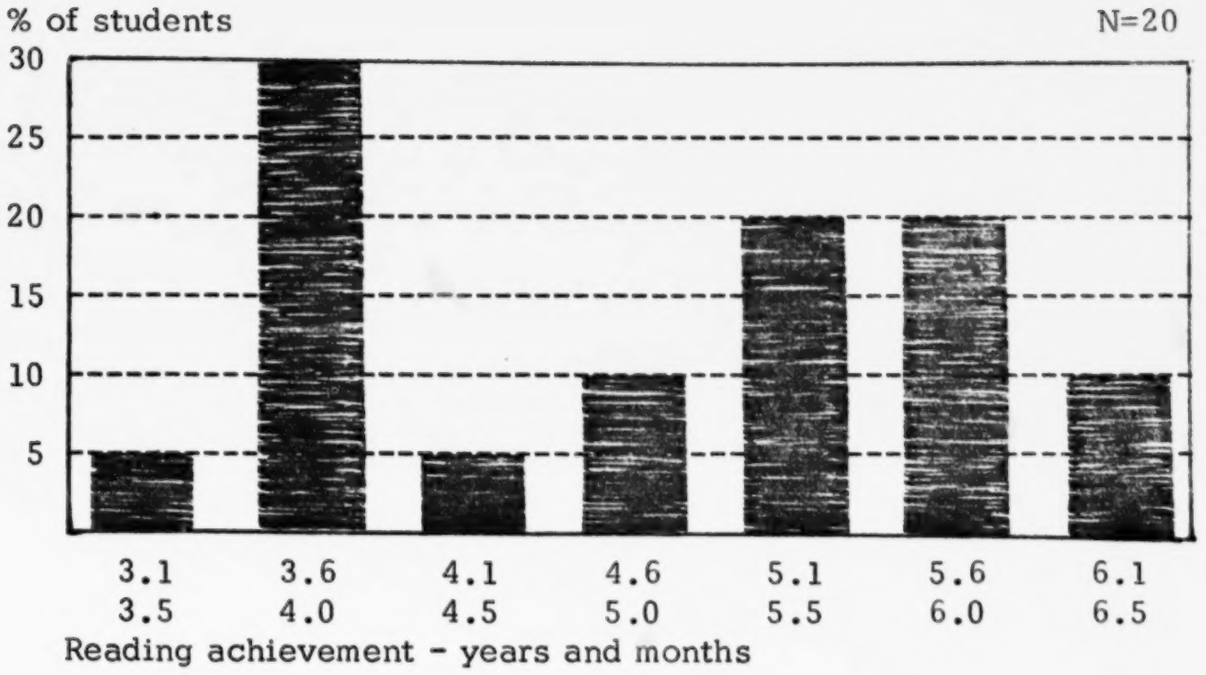


FIGURE XII

1968-69

CONTROL

Mean - 4.8



CDP

Mean - 4.8

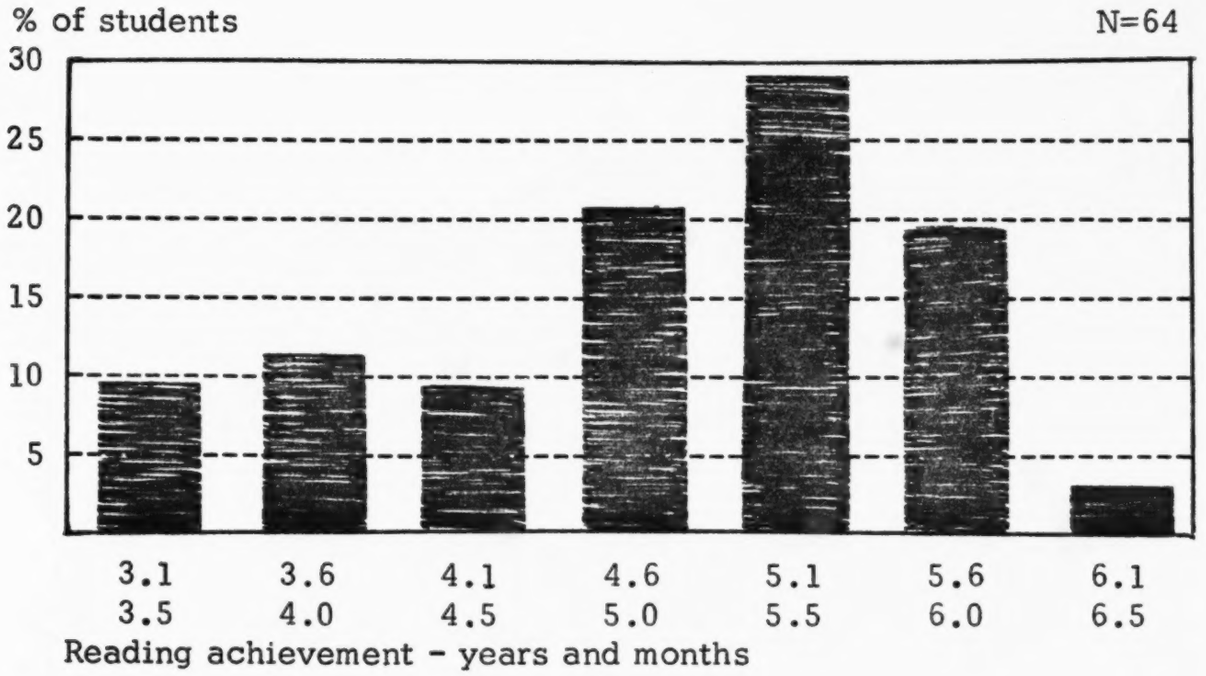
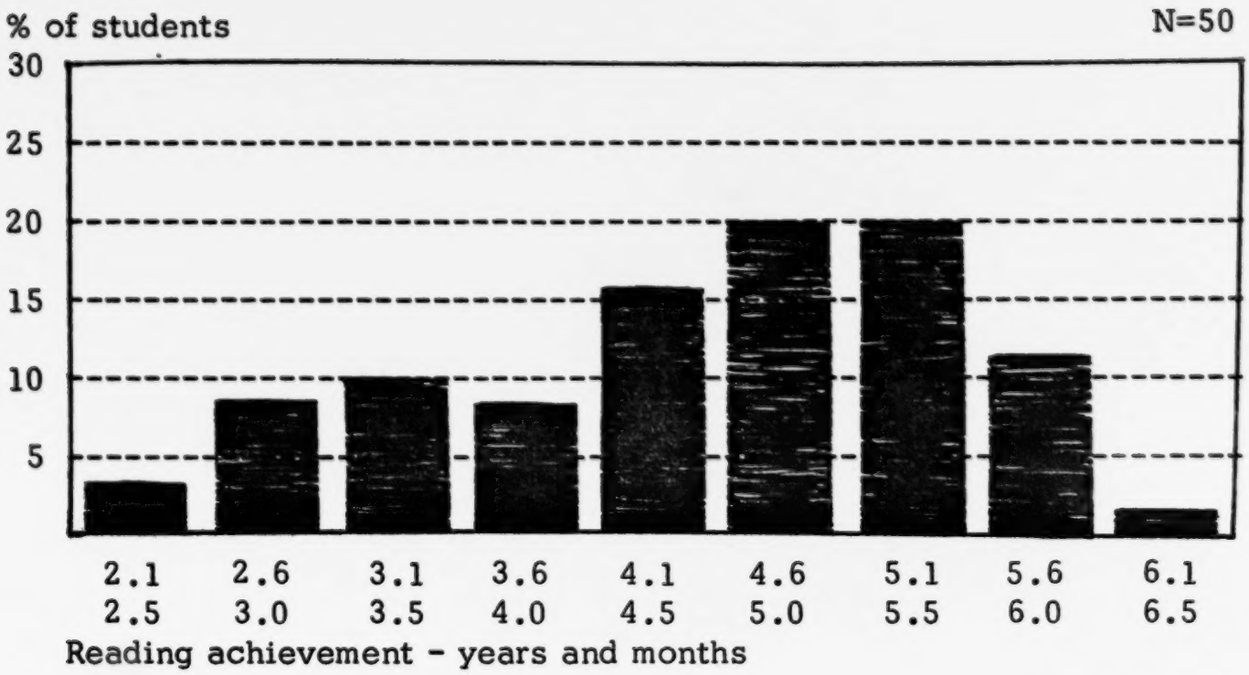


FIGURE XIII

Service Station Boys

Mean - 4.5



CHAPTER V

WORK EVALUATION

The value of work experience was apparent when it was offered to this type of student. Many of them, upon entering high school, realized their shortcomings and wanted to improve themselves and gain experience by the time they were graduated from high school. Most of them were aware of the fact that they would not be going on to school after graduation and the general academic program was not realistic training for them when they went job hunting.

Eighteen seniors who had worked at the Service Station Training School were polled to see if they felt work experience was helpful. Thirteen answered yes, five did not answer, and there were no negative responses. Because they were asked to explain their answers, it was felt those who failed to respond did so because it was difficult for them to express themselves in writing.

> Do you feel the work experience training has been helpful to you? Explain your answer.
>
> Yes 13
>
> No 0
>
> No Response 5

Some of the explanations were as follows:

1. It helps me to meet people.

2. You learn from people what they don't like and what they expect from you.
3. It has let me work with people more freely, change money better, and what responsibility is.
4. It will help my future.

As stated earlier in this report, the work experience was on a voluntary basis. These eighteen graduating seniors were asked if it should be mandatory.

> Do you feel that everyone in the CDP should be required to participate in some work experience before graduation? Why or why not?
>
> Yes 10
>
> No 7
>
> No Response 1

The ones responding yes felt it would prove valuable after graduation and much more could be learned than just "sitting" in a classroom. The students responding no said that some students just can't work and go to school.

Almost all of the students in the Curriculum Demonstration Program volunteered to go into the work experience program. Therefore, there was no real need to put it on a mandatory basis. Giving the student a choice whether he would or would not work helped him maintain a certain amount of dignity when planning his schedule.

The value of individual conferences with students was shown when three groups of students were chosen at random to participate in employer-employee evaluations.

The standard work evaluation sheet was used stressing the ten qualities of good work habits. (See appendix B.) The first group of five boys was evaluated by both the training school instructor and themselves. The work experience coordinator then talked with each student. Each quality was explained to the student and suggestions were made on how improvements could be made.

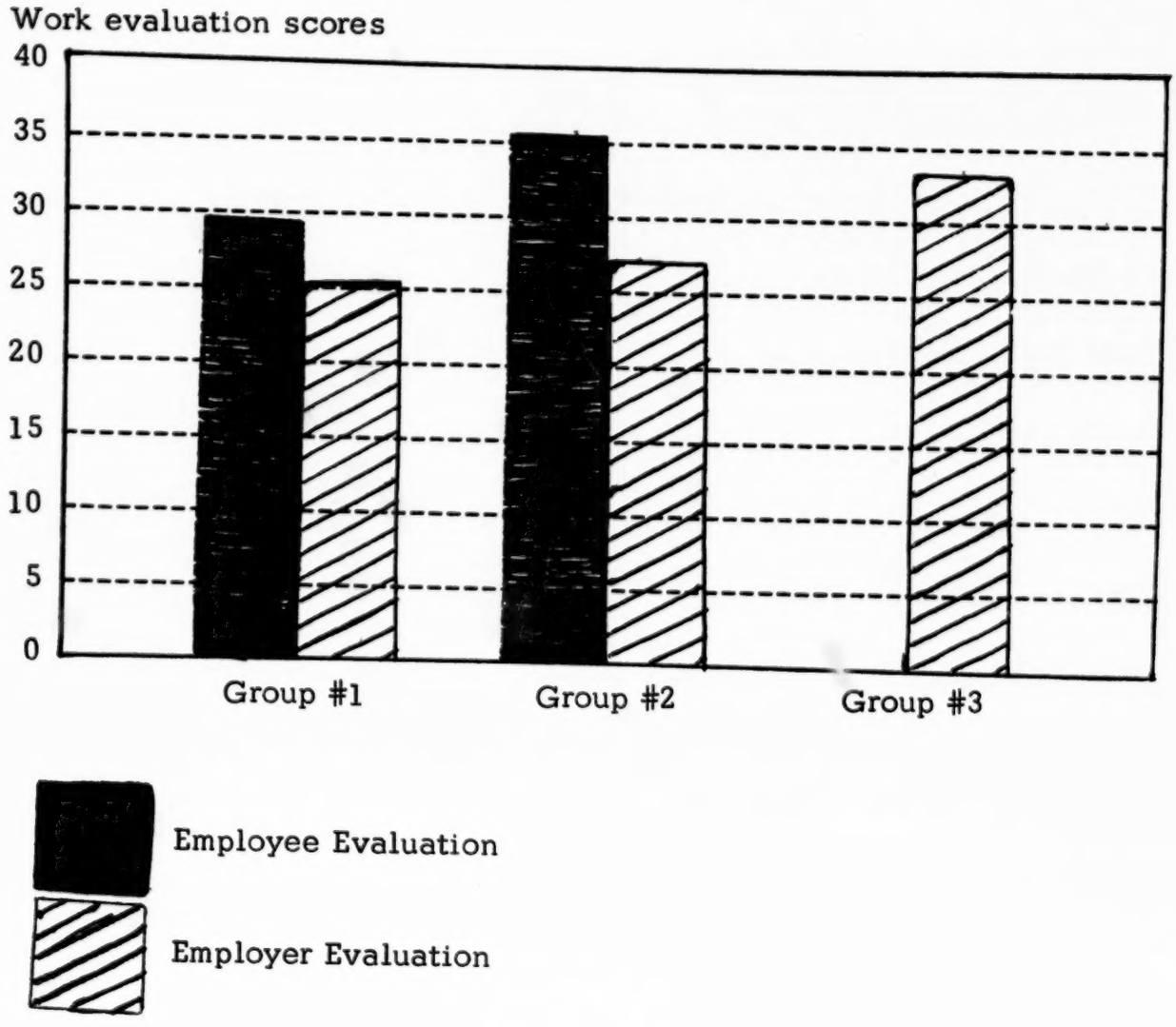
The method used with the second group of five boys was the employer-employee evaluations with no conference with the work experience coordinator. The third group of four boys was evaluated only by the employer with no conference with the work experience coordinator. These evaluations were made every four weeks for six months.

Before the research began, the training school instructor and students in groups one and two ranked the ten qualities of good work habits into three categories: (1) Selected three qualities that they felt were most important for job success; these were given a weight of one point. (2) Selected three qualities that they felt were least important for job success; these were given a weight of three points. (3) The four remaining qualities were given a weight of two points.

Results of the research, Figure XIV, showed that those students in group one had a 25.10 average as compared to 27.40 for group two and 33.78 for group three on employer evaluation. This would indicate that the conference with each student was successful in so far as the employer evaluation was concerned.

FIGURE XIV

Service Station Student Evaluation



CHAPTER VI

ACTIVITIES TO ENHANCE THE PROGRAM

To keep the students interested and involved in school, the Curriculum Demonstration Program was a department in itself. Teachers in the program taught English-social studies "blocks" and the emphasis was more on how they taught than what they taught. Students felt free to bring personal problems to their teachers or even have them discussed in groups in the classes. A boy could bring into the classroom a particular problem he encountered on the job at the Service Station Training School. Here the problem was discussed with other students in the Curriculum Demonstration Program. In this way, the students learned to communicate and to realize that everyone has problems and to admit them was not a sign of weakness.

Because of years of failure or near failure, these students had built a shell around themselves and tended to become very defensive when challenged in school or on the job. The emphasis on instruction was to provide experiences on the job in the sheltered program and the classroom, that would result in success for the boys. This necessitated much individual work on the part of the teachers in the program, the work experience coordinator, and the training school instructor. If, for any reason, a boy failed to show up for school or work, a concentrated effort was made to contact the boy or his parents to discover and solve the

problem. A home visit was made by the training school instructor or the work experience coordinator. There were occasions when a student said he was going to drop school with no real reason given. In most cases, a home visit on the part of one or more of the staff, uncovered a problem and resolved it with the visit. Better understanding resulted with the student returning to school much happier than before.

Home Visits: All teachers in the Curriculum Demonstration Program were required to make visits to the homes of their students. This enabled parent, teacher, and student to become better acquainted and provided an open door for the resolution of problems when they arose.

Many people felt these parents were not interested in their children or school and that the parents did not want to cooperate. This was not true. It was the profound belief of the staff of the Curriculum Demonstration Program and the Service Station Training School that these parents wanted to cooperate -- they just did not know how. If lines of communication were kept open between the school and home, informed parents would cooperate and had a better attitude themselves, enhancing the opportunity for the student to complete high school.

Parent Meetings: Meetings were held regularly to keep the parents informed about their children. These meetings were loosely structured with no responsibility placed on the parent. There were no officers or committees and the sessions were kept short in order that everyone could retire to the cafeteria for coffee and doughnuts. Here the staff

was available to discuss the progress made by the students. In this atmosphere the parents were especially eager to discuss their children with the staff.

Parent Newsletters: These were mailed to each home regularly to keep parents informed. Different themes were used to maintain interest. One issue might highlight classroom work, while another would emphasize the students. Still another issue would feature the work experience program.

Faculty Meetings: These were held biweekly after school. These meetings were held for the express purpose of improvement of instruction and methods of working with these students. For instance, approaches and methods of teaching, self-evaluation, or behavior modification were some of the topics discussed.

Recreation Nights: These were started at the request of the boys at the training school and became a part of the total Curriculum Demonstration Program.

Dropout-prone students were hesitant to participate in sports at the high school level, but were not the least bit inhibited to participate in an activities program in the evenings. These nights were well attended and activities included basketball, volleyball, wrestling, baseball, etc. The faculty and staff also participated to make up teams and to have some competition for students, which they enjoyed.

Spring Parties: These were an annual affair for the boys of the training school and their parents. Funds were saved through various

projects and used to purchase food and refreshments for the party. They were held outdoors and the boys fried chicken and prepared other foods.

CHAPTER VII

ATTITUDES

As previously mentioned, the attitude of the student was of particular interest in this phase of training. The work experience program of the Curriculum Demonstration Program, and particularly the Service Station Training School, concentrated on this aspect. Because of the defense mechanisms established and lackadaisical and "I don't care" attitudes, a student came into the Curriculum Demonstration Program not caring about the work in school or even how well he would do on the job if he elected to work. Soon it became evident that the student did care after he experienced success in the class and on the job. He became involved in a program that was reserved for him and soon saw that someone cared about his progress in school.

This change was not seen overnight or even in a span of time involving a school year. It was more evident after the student had been in the Curriculum Demonstration Program two or more years.

With many students, there was a feeling of dependence built-up over the years. When a boy at the training school had progressed to where he had a chance to be employed in the community he was sometimes hesitant to accept this employment for fear he would fail again. Usually, he would accept the word of the work experience coordinator or training school instructor and go into community employment.

This program was well accepted on the part of the boys as indicated by remarks made by some of them. One boy said, "I wouldn't be in school if it were not for CDP Shell." Another said, "This place cares what you do; I like it." Another boy stated, "If we make a mistake we get another chance and the supervisor works with us more."

Parental approval was exceptional. At this writing, two of the part-time supervisors of the Service Station Training School were fathers of boys who worked at the station. They were well accepted by the other boys and the fathers were very interested in them.

One parent reported that had it not been for the training school her son would have dropped school long ago. Another noted that this was the first time his boy had been interested in school.

CHAPTER VIII

HOLDING POWER

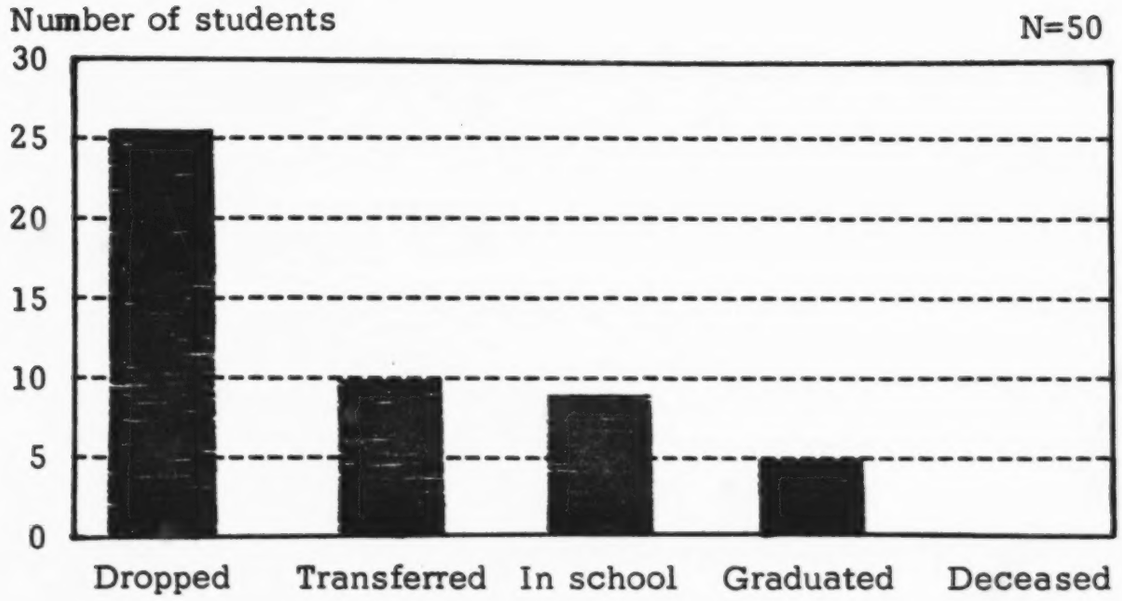
It was difficult to determine what standard or standards to use as a measure of success for a program such as this. Keeping in mind the selection factors used, all of these students would have been predicted to drop out of school if they had been placed in the regular school program.

Although the Service Station Training School had accommodated approximately one hundred students since its beginning, fifty students were picked at random to be compared with the control group on the basis of IQ and reading achievement. These groups were members of the 1965, 1966, 1967, 1968, and 1969 graduating classes. See Figure XV.

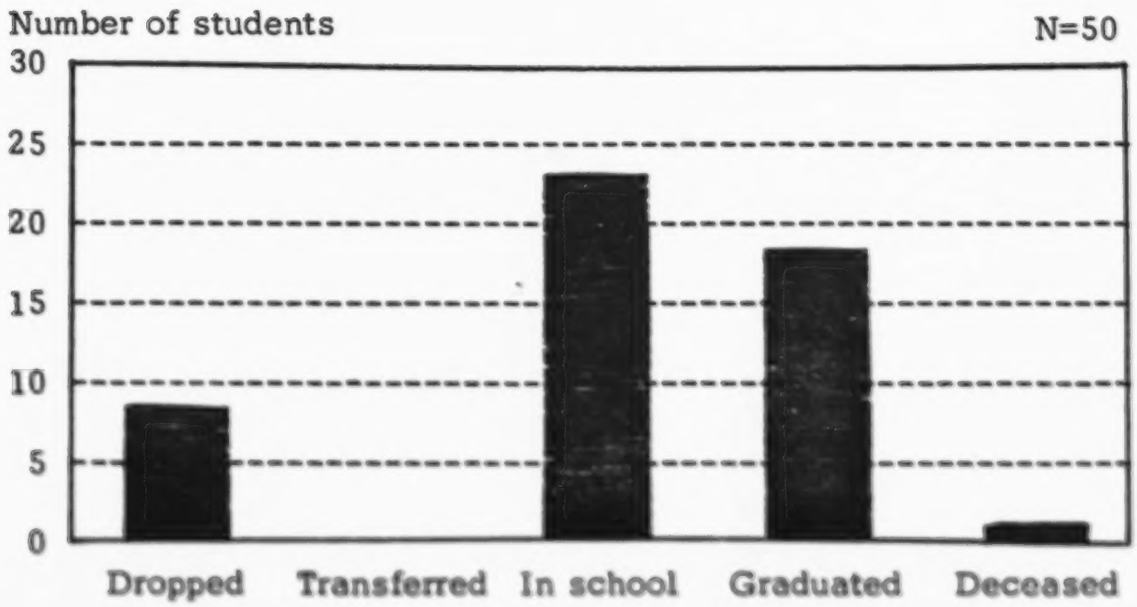
Eighty-four percent of the treatment group was graduated from high school as compared to only ten percent of the control group. Twenty percent of the control group transferred to other schools and none of the treatment group transferred. There was the possibility those in the control group who said they were going to transfer to another school never started to school again. They only reported this to mask their decision to drop out of school in order that they would not get any "lectures" about leaving. At this writing, forty-six percent of the treatment group was still in school while only eighteen percent of the control group was in school.

FIGURE XV

CONTROL



TREATMENT



CHAPTER IX

ABSENCES

To determine if working at the Service Station Training School or not working at all improved attendance, an attempt was made to compare the two groups. Because few students in the Curriculum Demonstration Program did not work, it was difficult to do this, the number being too small. Therefore, the students working at the station in 1966-67 were compared with students in the Curriculum Demonstration Program who worked elsewhere. Twenty-three students were chosen from each group. The station group averaged 10.1 days absent a year while the other group averaged 11.93 days absent during the same school year. One of the students in the station group was absent 33 days before he left school and one student had no absences. The highest absence rate of students who worked elsewhere was 59 and one student had no absences. Thirty-nine percent of the station boys had only 0-5 days absent, with twenty-two percent in the 6-10 day range, and seventeen percent were in the 11-15 day range of absences. Of the students working elsewhere, twenty-two percent fell in the 0-5 day range, twenty-two percent in the 6-10 day range and twenty-six percent had 11-15 days absent per year. See Figures XVI and XVII.

FIGURE XVI

Absences

Service Station Boys

Mean - 10.1

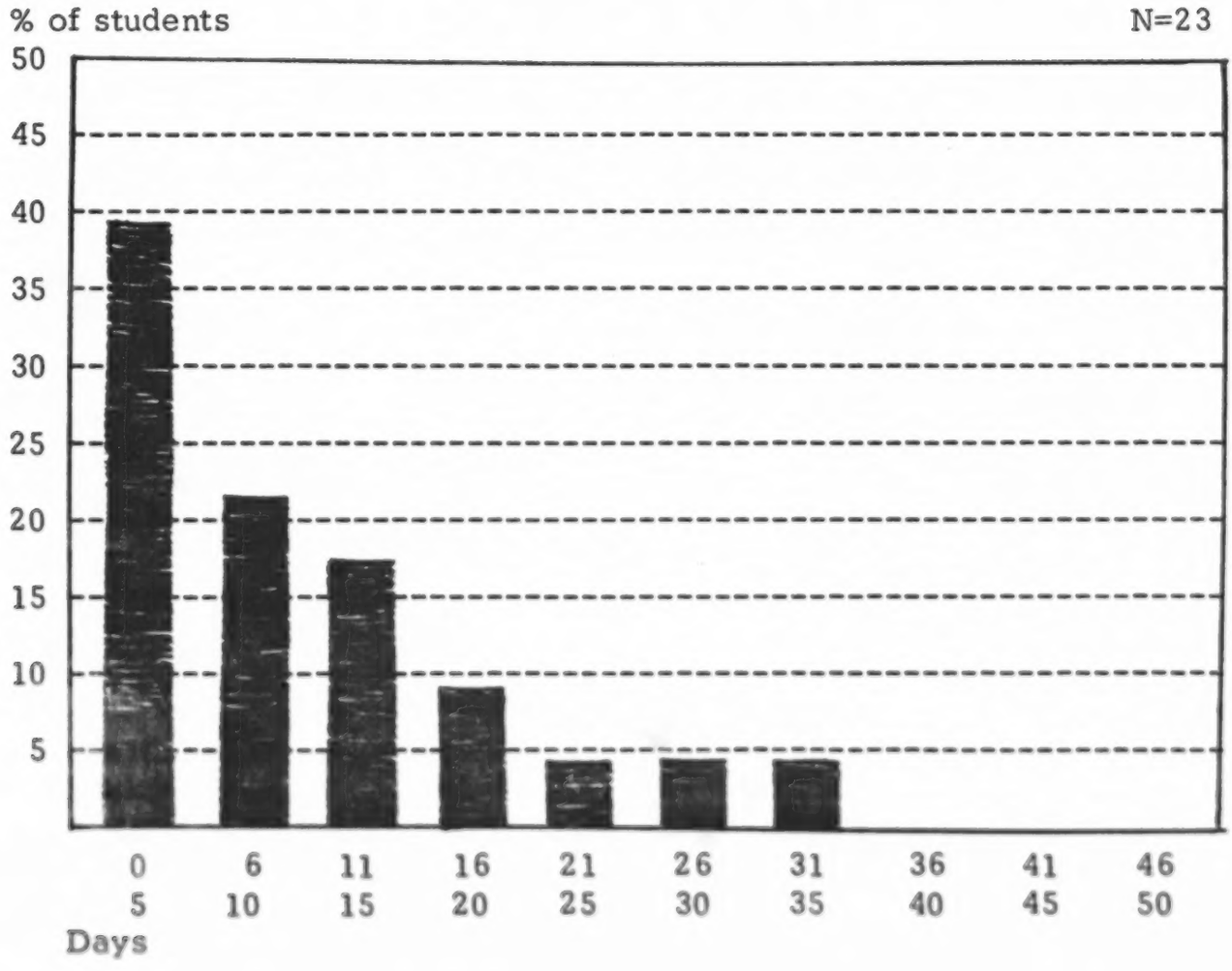
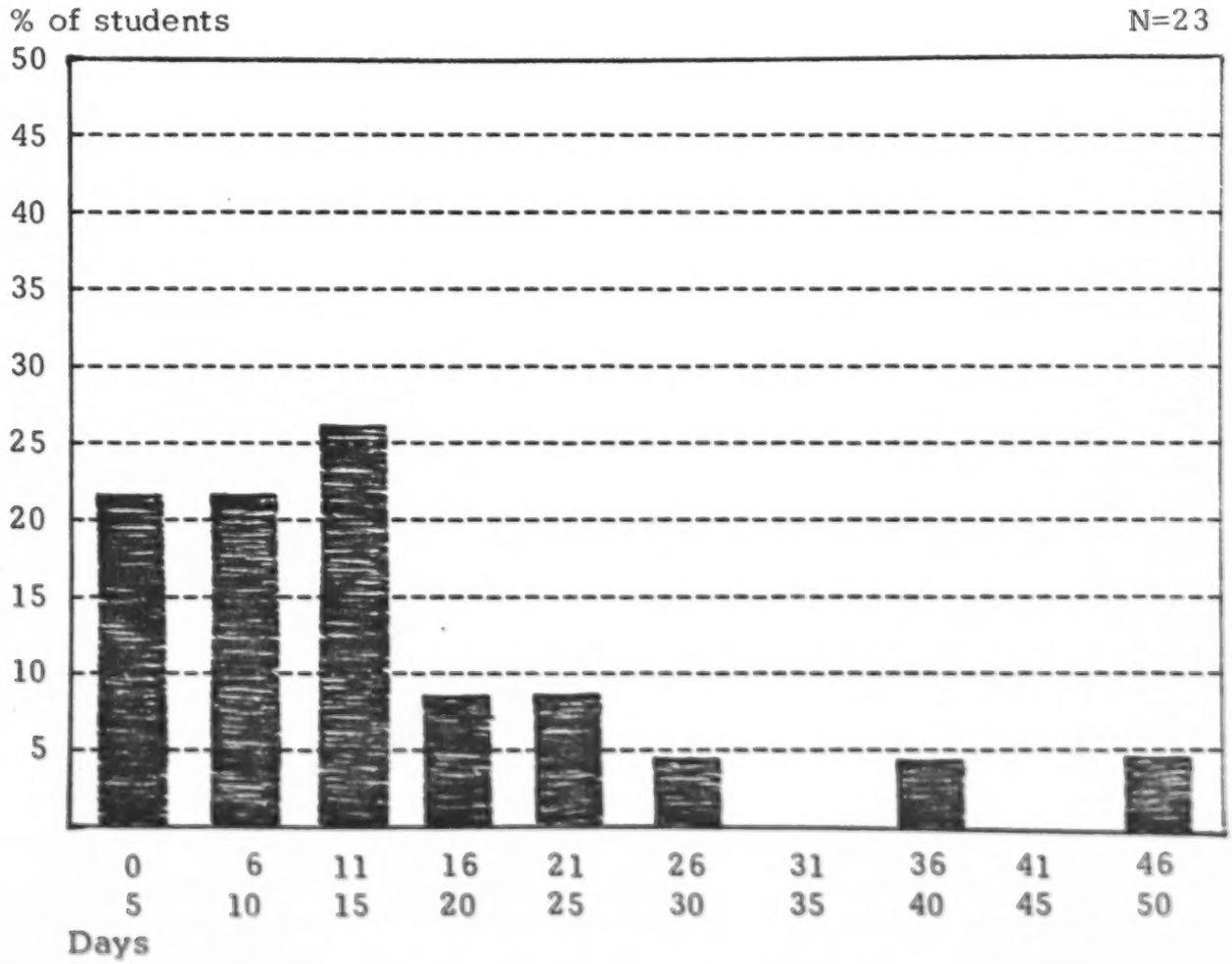


FIGURE XVII

Absences

Students Working Other Places

Mean - 11.93



CHAPTER X

GRADES

Of the two groups referred to in Chapter IX, the boys at the Service Station Training School had a grade point average of 2.2 and the boys working other places averaged 2.1. These grades were compiled on the basis of the following weights: A=5, B=4, C=3, D=2, P=1, and F=0. The "P" grade denotes passing and that it would not be beneficial for the student to repeat the course. Forty-six percent of the students working at the station had an average of 2.6-3.0, thirty-seven percent were in the 1.6-2.0 range. Only thirty-two percent of the students working elsewhere were in the 2.6-3.0 range, while twenty-three percent fell into the 1.1-1.5 range and twenty-three percent were in the 1.6-2.0 range. Of both groups, the students who fell into the 0.0-0.5 range were absent frequently before they dropped school and had no grade average when they left. See Figures XVIII and XIX.

It must be remembered that both groups of students were in the Curriculum Demonstration Program's classes and these were geared to the students' interests and abilities. Although there was no appreciable improvement in grades, the students expressed the sentiment that they were happier with school than before.

FIGURE XVIII

Grades

A=5 B=4 C=3 D=2 Pass=1 F=0

Service Station Boys

Mean - 2.2

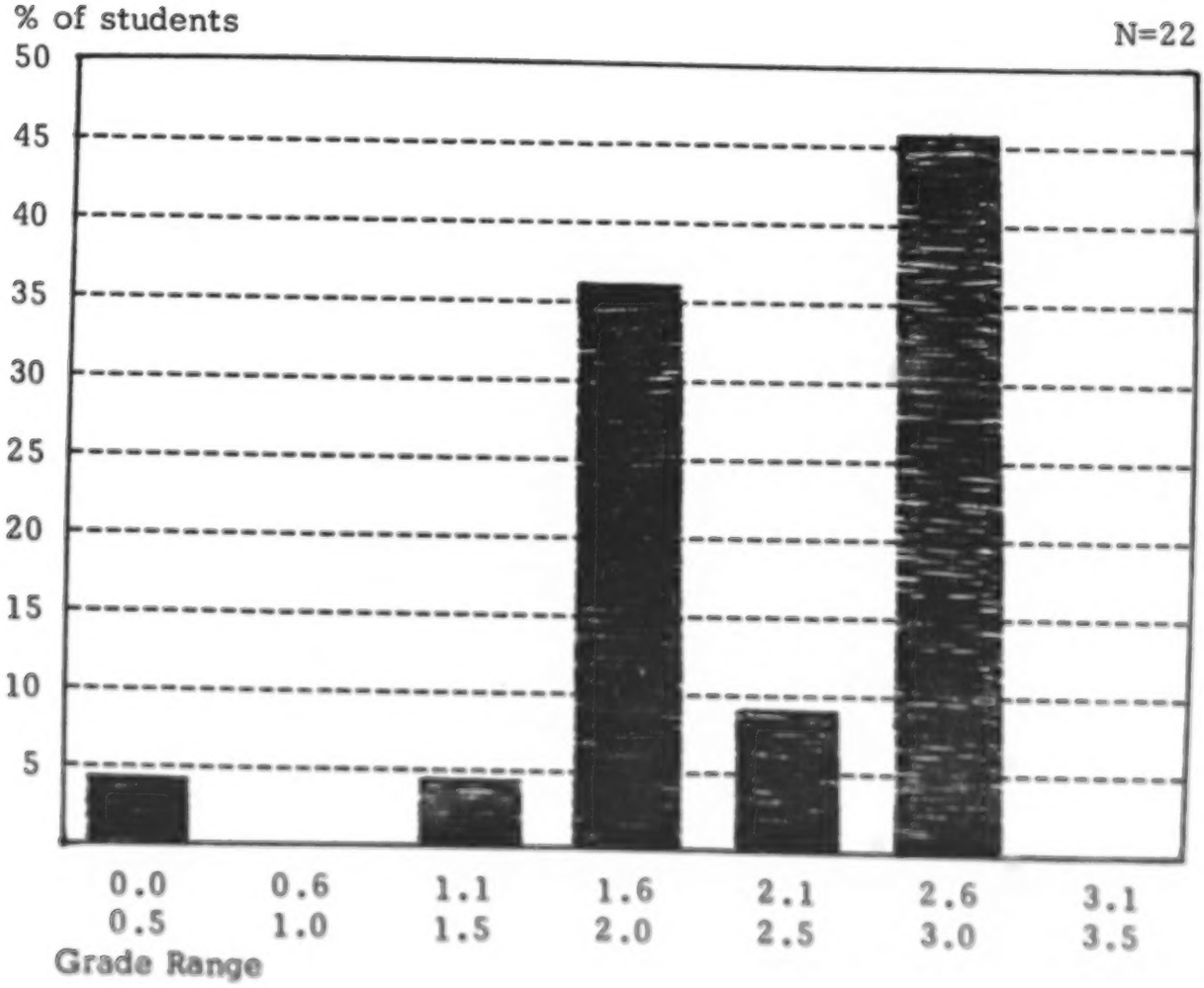


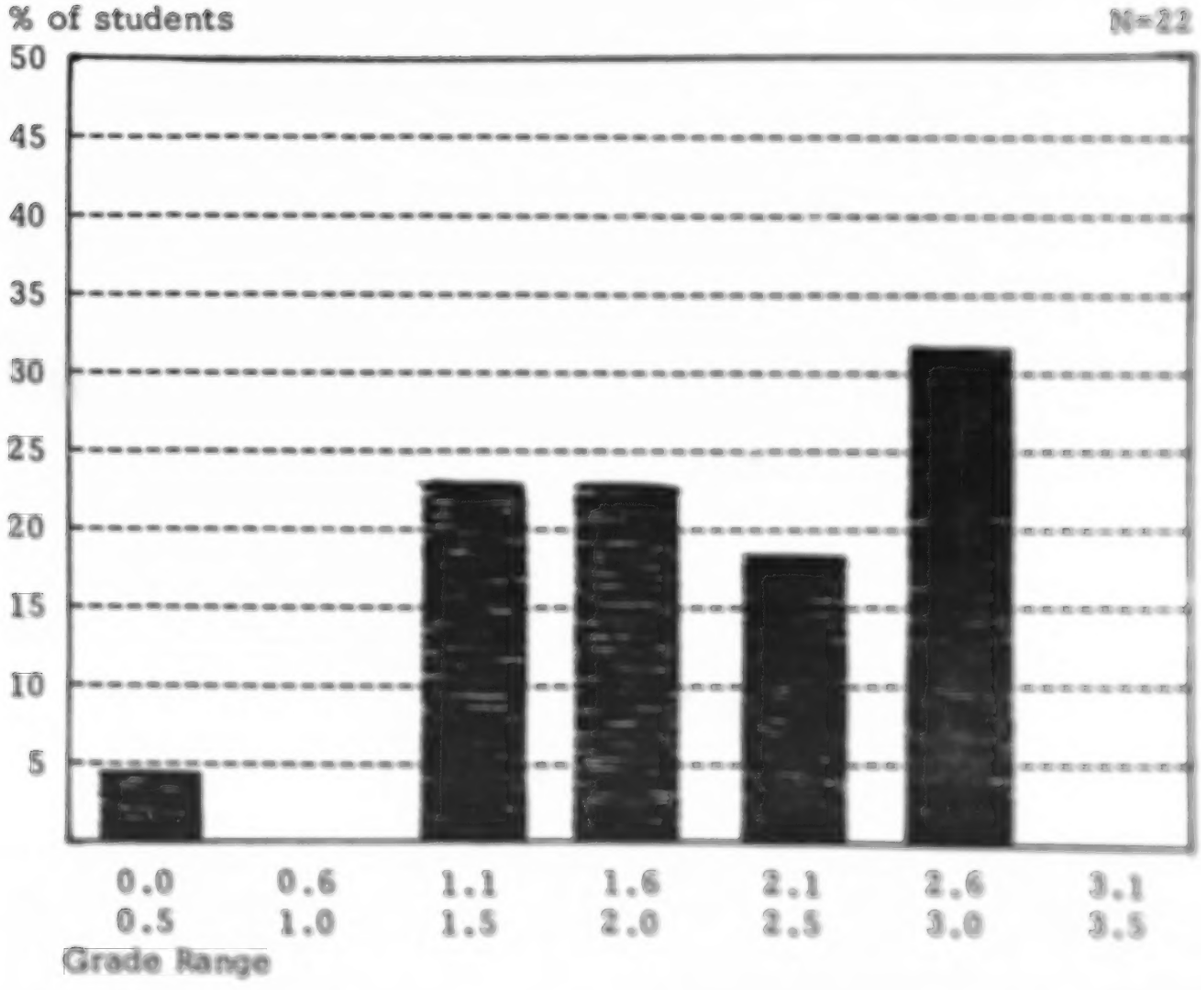
FIGURE XIX

Grades

A=5 B=4 C=3 D=2 Pass=1 F=0

Students Working Other Places

Mean - 2.1



CHAPTER XI

PLACEMENT

Because of the present demand for young men in the armed forces, it was understandable that a large percentage of the boys entered service upon completion of high school. Nineteen, or thirty-eight percent, were in service at this writing. This included seven of the eight boys, or fourteen percent, of the ones who dropped school. Eight, or sixteen percent, of the boys were in production work at various industries in the community, and four, or eight percent, were laborers.

Work allied to the service station accounted for three, or six percent, with two working full time at service stations and one as a full-time mechanic. Two students went to trade schools after graduation, one in mechanics and one in building trades with the latter now working full time as a pipe fitter. One is now in retail sales, one deceased, one in prison, and none listed as unemployed.

Armed forces	19
In school	11
Production work	8
Labor	4
Service station	2
Trade school	1

Skilled work	1
Retail	1
Mechanics	1
Deceased	1
Prison	1
Unemployed	0
Total	50

CHAPTER XII

SUMMARY AND CONCLUSION

Earlier research dealing with the problem of school dropouts and slow learning students was done in the community. These studies showed the need for modified curricula and experiences which would be meaningful for the students and give him the opportunity to succeed in classroom situations.

These studies also stressed the importance of parental influence on education and the necessity for involvement of the parents in the student's school program.

The lack of experiences needed for these students to succeed was also shown and that prevocational information and training were needed.

The reported Service Station Training School was an attempt to meet the needs of the dropout-prone student in the secondary schools.

The Service Station Training School was designed to:

1. Prevent the student from dropping out of school by making his in-school experiences more meaningful.
2. Give student pre-employment classroom training prior to any employment if a need was indicated.
3. Provide sheltered work experience in which the main

emphasis was placed on desirable work habits and attitudes according to the student's needs.

4. Give the student both pay and school credit to motivate him.
5. Provide a systematic evaluation program for the student.
6. Retain the dropout-prone student in the school program through the twelfth year.

An engine analysis and tune-up class was provided for students who showed special interest and aptitude. This proved to be successful and was put into the regular curriculum of the Curriculum Demonstration Program.

Approximately thirty boys were employed at the Service Station Training School during the course of a school year. After being employed for various lengths of time, the boys were moved to community employment when they had demonstrated the ability to handle the positions.

Flexibility was maintained in scheduling the student during the school year. Students could choose to work before, during, or after the school day receiving both a salary and credit toward graduation. If a student progressed to the stage of being able to function successfully in the regular school situation, he was scheduled out of the Service Station Training School and the Curriculum Demonstration Program into the regular school program.

Generally, the students at the Service Station Training School had low intelligence scores and low reading achievement scores. The

lowest intelligence score was 71 and the highest 112, with 2.1 years the lowest reading score and 6.5 years the highest.

The student's work was evaluated on a regular basis and students benefitted from sessions with the work experience coordinator after the evaluations.

Many activities were arranged to involve the students and parents in the program. Parents' meetings, recreation nights, home visits, parents' newsletters, and social gatherings were used to gain cooperation of both the parents and students.

The Service Station Training School began in July, 1964. Southern Illinois University and the Quincy, Illinois, Public Schools secured a grant from the U. S. Office of Education in June, 1965, through May 31, 1968, to carry on an action research program to study the effectiveness of a sheltered type work program for dropout-prone students. This has served approximately one hundred students since its beginning.

Students involved in the Service Station Training School were selected from the Curriculum Demonstration Program on the basis of interest and ability. Only students who were sixteen or older were placed at the station.

The staff of the Service Station Training School consisted of:

Director: The director was responsible for the selection of personnel and for the day by day direction and supervision of the school.

Work Experience Coordinator: The work experience coordinator was responsible for the selection of students for training and scheduling

students for classroom instruction and work experience. He placed students in positions within the community when they were prepared for such positions.

Training School Instructor: The training school instructor provided instruction in proper service station procedures, instructed student in washing, lubrication, and product information. He also ensured proper cash register procedures, safety methods, and proper use of equipment.

Work Supervisor: The work supervisor was responsible for students on the job.

Other Supervisory Personnel: Other supervisory personnel (2) were employed on a part-time basis to supervise students on the job.

Secretary: A full-time secretary was employed for bookkeeping and compilation of data for the final write-up.

Because these students had experienced failure or near failure most of their years in school, they had adopted an "I don't care attitude" toward school. This program was designed to improve the students' attitudes about school, teachers, and society.

Parental approval of the program was exceptional and demonstrated that when parents approved and became involved the students' attitudes changed for the better. This was evidenced by the favorable remarks made by the students and the holding power of the Service Station Training School.

Attendance or grades did not improve appreciably but a higher percentage of the Service Station Training School boys had fewer absences and better grades.

Many local school districts cannot provide funds for an operation of this nature. The cost providing supervision and students' salaries is an undue burden for these communities who are taxed to the limit now. It is also evident that profits alone from the station cannot cover the sizeable amount of monies needed for this venture, therefore, other funding agencies need to be brought in for this type of curriculum.

The State Division of Vocational Rehabilitation and Vocational Rehabilitation and Education Departments are available to provide consultants' services and funds necessary to go beyond what monies local school systems can provide.

For the academic and socially alienated student the traditional academic approach to instruction is not meaningful. These students need to have programs provided for them permitting practical experiences, short-range goals, and individual attention. To most of these young people, the six hour academic school day is a prison offering few opportunities to prepare them for the traits they will need upon termination of their formal education.

To provide only community resources and work experience is not the answer. The dropout-prone students while still in school, posses few abilities and traits necessary to find and maintain employment. Therefore,

it is essential that controlled environmental laboratories be provided before the student ventures into the community. Controlled laboratories such as the Service Station Training School provides successful experiences and helps to build confidence for this student who has heretofore experienced failure or near failure in his daily living and school work. These laboratories are only a beginning step needed to instill positive attitudes and success. To make the remaining classroom work of the student meaningful these laboratories and the classroom must be thoroughly integraded to provide continuity for the student.

Although only token wages are paid to these students, this, in most cases, provides this student with the money necessary to defray many of the small items needed while in school. For a boy who receives no money from home, this may be the answer for a badly needed pair of shoes, money to gain admittance to some of the school-connected activities, and in general, to increase his stature in the school.

The dropout-prone student and his parents, when they become involved in programs of this nature are more willing to discuss progress or problems. Parents, and particularly those who see no real need for education, become more interested upon seeing that people are interested in their child. This tends to elicit more parental approval, more parental interest, and more parental encouragement.

To have a job during school is this student's commitment and his goal. This success is his, this program is his, this education is his.

Appendix A

CURRICULUM DEMONSTRATION PROGRAM DATE_____

PERSONAL DATA SHEET
(Please Print)

1968-1969

NAME_____BIRTH_____AGE_____
(Last) (First) (Middle) mo. day yr.

ADDRESS_____PHONE_____

SOCIAL SECURITY NO._____SEX: MALE____FEMALE____

GRADE IN SCHOOL: (Circle one) 7 - 8 - 9 - 10 - 11 - 12

Condition of health (List any disabilities):_____

_____

Name of Father_____Step-father_____

Where does he work?_____

Name of Mother_____Step-mother_____

Where does she work?_____

With whom do you live: (Indicate by check)

Both parents_____ Mother onely_____ Father only____Grandparents__

Other relative_____(If you live with a relative or persons other than your parents, please fill out the following.)

Name of Person_____

What relationship is this person to you (aunt, uncle, etc.)?____

How many brothers and sisters do you have?__Please list their names and ages:

Full Name	Age	Full Name	Age
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

(Use back of sheet if needed)

Hobbies:_____

School Organizations:_____

_____

Community and Church Organizations:_____

_____

Sports:_____

Social Activities:_____

Are you presently employed? Yes____ No____

If yes: Place of employment_____

Address of employment_____

Employer's name_____

Hours of employment: From_____ To_____

Job description_____

Are you interested in a part-time job? Yes____ No_____

If yes, what type of work? List in order of preference.

1._____

2._____

3._____

4._____

5._____

Did you have a job this summer? Yes_____ No _____

If yes: Place of employment_____

Employer's name_____

Job description_____

List past work experience. (What type of work have you performed in the last three (3) years?

1._____

2._____

3._____

4._____

5._____

Are you interested in working at one of the following locations? (Indicate by a check mark.)

_____School Cafeteria - Junior High

_____School Store - Junior High 9th only

_____School Cafeteria - Senior High

_____School Store - Senior High - Girls only

_____Service Station Training School (must be 16 years of age)

_____School Maintenance - Senior High

_____V. I. P. Crafts - Senior High

_____Community Work Experience - Senior High

CLASS SCHEDULE

PERIOD		0	1	2	3	4	5	6
Mon.	Subject							
	Teacher							
Tue.	Subject							
	Teacher							
Wed.	Subject							
	Teacher							
Thur.	Subject							
	Teacher							
Fri.	Subject							
	Teacher							

Lunch Period: From _____ To _____

Signature_____

Appendix B

CURRICULUM DEMONSTRATION PROGRAM

PREVOCATIONAL TRAINING EVALUATION FORM

Name: _____ Place of Employment

Scale	Point Value
Outstanding	1
Satisfactory	2
Needs Improvement	3
Unsatisfactory	4

Training School _____
VIP Crafts _____
Maintenance _____
School Store _____
Cafeteria _____

Community _____

Directions: Please complete this form to the asterisk only.

GENERAL	
Appearance	___
Punctuality	___
Attendance	___
Quantity of Work	___
Relationship with others	___
Attitude toward work	___
Desire to Learn	___
Quality of Work	___
Character	___
Cheerfulness	___

HEALTH STATUS
(Check one)

Good _____
Unchanged _____
Comments _____
_____
_____
_____
_____

DIFFICULTIES WITH TRAINING COURSE

(Indicate if student is having some difficulty in his prevocational training.) Examples:
1. Student does not follow instructions.
2. Student has difficulty working with tools or machines.
3. Student lacks accuracy in his work.

_____
_____
_____

Training Periods

8/26 11/11	11/11 1/20	1/20 3/31	3/31 6/9	6/9 8/25

_____
Work Supervisor's Signature

****

ATTENDANCE RECORD

Number Times Tardy _____ Number Times Absent _____

Excusable (yes or no)_____ Excusable (yes or no) _____

Appendix C

(Do Not Fill In)

L _____ Name of Child _____

A _____ Grade School _____

W _____ Teacher _____

Pupil Adjustment Rating Sheet

Directions: In each of the sets of descriptive statements below pick out the statements which you think fits the child most aptly--the one which the child is most like. Place the letter corresponding to this statement in the left hand margin. Do not be concerned if the statement does not apply exactly, and do not dwell too long on your decision. Your first judgment is best for this kind of rating. Complete a rating for each sixth grade child in your room at the end of the year. Thank you.

_____ 1. A. Others come to him for help.
B. Causes disturbances.
C. Lacks confidence in himself.

_____ 2. A. Other people find it hard to get along with him.
B. Is easily confused.
C. Other people are eager to be near him or on his side.

_____ 3. A. Sensitive, touchy, hurt by criticism.
B. Shows off, attention getter.
C. Is self-confident.

_____ 4. A. Is extremely quiet and passive.
B. Is a natural leader.
C. Is boastful.

_____ 5. A. Frequently gets into fights or heated arguments.
B. Exerts a good influence on the class.
C. Seems anxious and fearful.

_____ 6. A. Makes sensible, practical plans.
B. Breaks rules frequently.
C. Becomes discouraged easily.

_____ 7. A. Takes an active part in group projects and other activities.
B. Is shy and retiring.
C. Others cannot work with him.

_____ 8. A. Quarrelsome.
B. Is tense or ill at ease when reciting or appearing before a group.
C. Likes jobs which give him responsibility.

_____ 9. A. His presence or absence is not noticed by other

children.
B. Figures out things for himself.
C. Is impulsive and easily excited.

_____10. A. Tries to bully and domineer over others.
B. Is quick to see valuable things in other people's suggestions.
C. Is hard to get to know.

Appendix D

HOME VISIT REPORT

Student (s)_____ Address_____

Parent (s)_____ Phone_____

Interviewer_____ Date_____

Mother_____Present_____Interested_____

Father_____Present_____Interested_____

Guardian (s)_____Present_____Interested_____

Student (s)_____Present_____Interested_____

Condition of Home_____

Attitude of parents in cooperating with you in helping their son (s) or daughter (s).

_____

_____

_____

Parents evaluation of project.

Appendix E

Curriculum Demonstration Program

PARENTS' NEWSLETTER

April, 1967 Volume II

DIRECTORY

Project Office Staff 223-8700
Mr. Marvin H. Rull, Project Coordinator
Mr. Richard O. Moore, Work Experience Coordinator
Mrs. Barbara J. Wirth, Secretary
Mrs. Linda L. LaTour, Secretary
John Koscielski, V.I.P. Craft School Director
Richard Felker, Training School Supervisor
Lewis Wm. Bryan, Jr., Training School Ass't. Supervisor
Arthur John Huseman, V.I.P. Craft School Supervisor

TEACHERS

Mrs. Judith Hampton — 7th Grade
Mrs. Ann Coder
Mr. Charles Lutenberg

Mr. Larry Marsh — 8th Grade
Mr. Ronald Gaus
Mrs. Joyce Bruder

Mr. Aldin Shipp — 9th Grade
Mrs. Margaret Ahrenholtz

Mr. Stanley Smay — Industrial Arts

Mr. Donald Price — 10th Grade
Mr. George Wittman

Mrs. Hazel Depner — 11th Grade

Mr. Don Kelly — 12th Grade

Mr. Robert Bush — Science, Math

Mr. Michael J. Mayer — Counselor

NOTICE TO NINTH GRADE PARENTS

Mr. Moore will be contacting the ninth grade parents during the next few weeks regarding the cooperation the CDP has with the Division of Vocational Rehabilitation in helping finance our work experience program.

****

SUMMER OPPORTUNITIES

The following programs will be offered to CDP students this summer.

SUMMER OPPORTUNITIES

(Con't. from col. 2, pg. 1)

Boys 16 years or older will have the opportunity to work at CDP Shell, 24th and Oak, this summer. Any boy who is not now working at the station, but wishes to do so this summer can contact Mr. Moore or Mr. Felker for additional information.

Mr. Koscielski will operate the VIP Craft program this summer for 8 weeks beginning June 5 from 8:00 to 11:45 a.m. five days a week. Any boy or girl that will be in grades 10-12 next year is eligible to attend. If you are interested, contact Mr. Mayer, QHS counselor, Mr. Rull, Mr. Moore, or Mr. Koscielski.

This summer for the first time we will offer a speech course for project students. This course will be taught by Mr. Mayer and will be offered at QHS beginning June 5 from 8:00 to 11:45 a.m. five days a week for 8 weeks. Any boy or girl that will be in grades 10-12 next year may take this course by contacting Mr. Mayer, Mr. Rull, or Mr. Moore.

by -- Richard O. Moore
Work Experience Coordinator

The purpose of this newsletter is to express the feelings of various students who are participating in the work experience program.

****

BASIC BUSINESS

Basic Business is an interesting class. You keep accounts on daily sales and bills which you might have in keeping a business. It is run like an office, which I think is a good thing. It helps prepare you for an office job if you plan to work on accounts, or try to get a bookkeeper's job.

The only thing I dislike about Basic Business is it's not long enough. You just get something interesting going and the class is over.

****

BASIC BUSINESS

Basic Business is a class for only girls. This class teaches the girls how to use adding machines and ledger sheets. It teaches them how to count money correctly.

The Basic Business class gives the girls the opportunity to show what they are capable of doing towards helping run a business. It gives us the experience we might need when we get a job later on.

There are always girls that would love to be in this sixth hour class, but they can't because there isn't enough room for them all.

The girls that are in it should be thankful that they were able to get in this class. I know I am, and I have learned things I never knew before. So I can truly say it has helped me in learning more about how a business is run.

****

BASIC BUSINESS

I am in the sixth hour Basic Business class. In this class we learn to run the adding machine, to make change, to keep ledgers, to make checks, to take inventory, and also the last couple of weeks we have had some lessons on grooming.

(Con't. at top of col. 1, pg. 3)

BASIC BUSINESS

(Con't. from col. 2, pg. 2)

I have gotten a lot out of this class. This prepares you for the outside world and what it expects from you.

We have a great deal of fun in this class. But there is quite a bit to do to get the work done.

****

SCHOOL STORE

I work at the school store and I think it is a very good organization to have at a school. I have learned a lot since I've been working there. It gives me a chance to be nice and help people coming to buy things from the store. It also helps me learn more responsibility and feel important. It makes me feel good when I sell something, because I know I'm helping the school and the students. I think the work experience program is the best thing that could have ever happened to Senior High.

I'm also in sixth hour Basic Business which is good, because if you are planning to get some kind of business job later on you would have plenty of experience.

****

SCHOOL STORE

I have been working in the school store for three years. It has a lot of good points. It shows us how to count money and to give the correct change. It helps us to understand different types of people. It might help us in a business.

This program is very good. It has helped me to understand things I haven't understood. It also helps the teachers give more time to help the students with their problems.

****

COMMUNITY WORK EXPERIENCE

I like the work experience program because I have made a lot of new friends, and I have met a lot of new people. I work at McDonald's carry out restaurant. There are a lot of responsibilities where I work. The job I do is running french fries. There is a lot to do; peel, slice, wash, blanch, and fry.

The project means a lot to me. It means income, and learning the demands of life. If it wasn't for the people like Mr. Moore, Mr. Price, Mr. Rull, and my managers, I would have a hard time finding a job, and learning.

The wonderful men and women of the Curriculum Demonstration Project are great. If it wasn't for the men and women of the project there would be a lot of lost teenagers in Quincy.

****

COMMUNITY WORK EXPERIENCE

I think the work experience program is good. It helps to get you acquainted with the type of work you are going to do later on in life. If you go to school in the morning and to a job in the afternoon, it splits your day and you also have a chance to learn more.

(Con't. at top of col. 1, pg. 4)

COMMUNITY WORK EXPERIENCE

(Con't. from col. 2, pg. 3)

In my particular job, I do various types of work. I will be in by 1:15 and sometimes start right away on unpacking or on hospital carts. When I have hospital carts I place the right food behind the corresponding ticket, or according to the diets. We have four major diets: colon, diabetic, blended, and soft. If you give a wrong diet the wrong kind of food, you are responsible. There are usually about 80 trays every night. To get the food on these trays and carts to the floors by 4:15 is a hard job, but I enjoy it.

****

COMMUNITY WORK EXPERIENCE

I think working during school is good. The work experience helps kids understand about the business world. It helps kids who don't have much money. It lets the kids go out and meet people.

It lets the kids get out of school to work. I think it's good for the kids to get out of school early. It helps them; they don't have to stay there all day. They feel better about getting out.

I think they should give more credits for the work they do. If they would give us two credits for three hours, it would be better.

The people who run the program are good people. They would do most anything for the kids. They help you find jobs that you'll like and do the best. They talk to your boss to see how you are doing.

****

COMMUNITY WORK EXPERIENCE

The work program means a lot to me, because it gives me time to work at my job. I only have to go to school half a day. Other kids have to go all day. In this work program, you have a chance to do what you want to do. You can get a job at the school gas station, school store, or go down to the V.I.P. Crafts store.

If you have a job outside the school, you can have a chance working at it more often, like going to school in the morning and going to work in the afternoon.

To a lot of people who you work for, you're a big help to them.

I feel as this program grows, more and more people will be interested in it. I think it's just great, and I get a lot out of it.

****

COMMUNITY WORK EXPERIENCE

McDonald's is where I work and I enjoy it very much. I work from 10:30 a.m. to 12:30 p.m. It is during third and fourth hour. I did have study hall third and fourth hour, but I got out of that and started work at McDonald's. Mr. Moore changed my schedule so that I could.

Work experience means a lot to me. I make a lot of friends. It isn't just the money. It helps me with school also, because it gives me responsibility and a job to hold down. I like the project a whole lot more than I would regular classes. The project also has wonderful teachers and I am glad we have work experience.

McDonald's has probably the best bosses you could ever have and also is a wonderful place to eat and work.

(Con't. at top of col. 1, pg. 5)

COMMUNITY WORK EXPERIENCE
(Con't. from col. 2, pg. 4)

I want to thank Mike Locke and Mike Landwehr and the guys down at McDonald's, the whole bunch of them for helping me a lot. Also Mr. Moore, Mr. Rull, Mr. Mayer, and the teachers and anyone who has to do anything with the wonderful Curriculum Demonstration Program.

****

COMMUNITY WORK EXPERIENCE

The project is one of the best things that's happened to me since I've been in school. The project has gotten me a job for spending money, and a few other things. Ever since I've been in the project I've been making better grades and have gotten more out of school work, at least I believe so.

This year might be my last year in the project, but I haven't decided yet. I'm going to leave it up to my mother and see what she thinks. I really don't know what to do, because I've been doing so much better.

When I get out of school I'm not going to do the same kind of work I'm doing now. Working at McDonald's is fine work, but I think I would get tired of doing the same thing all the time.

****

CDP SHELL

I work at CDP Shell on 24th and Oak and I enjoy working there because I like to work on cars. When we are busy time goes fast, and when we are not busy we clean up the station.

Mr. Felker is a nice person. Everybody gets along with him. He is a man, but at heart he is just another young man. There is no difference between races, it is like one big happy family.

We work with others like a team, because one man can't do everything at the station. We loan each other money and eat at lunch time. We all share in the work to be done. I think everybody in this program should work.

****

CDP SHELL

I have been in CDP since the 7th grade and my first year in work experience was in the 10th grade. I think it is good. It helps train you on a job and gets you ready for the future. I'm working at CDP Shell and I really like it. It gets me out of school at 11:30 every day. It makes good money for a boy being in school. I put in 53 hours a week. I think everyone who is able to work in work experience should do so if they want to. It is good for them and will help them in the years to come.

****

CDP SHELL

I am Terry Tournear, a student at Quincy Senior High School. In this school there is a program called the Curriculum Demonstration Program. I am a student in this program. Here we learn everything from World History to work experience. This is a program where we learn to work and how to get along with others. CDP has two places of business. CDP Shell is one of these places. Here boys from ages 16 to 19 work on cars and learn how to run a service station. The manager of CDP Shell is Dick Felker. All of the boys, including myself, like and respect him.

CDP SHELL

The Curriculum Demonstration Program is a very meaningful thing to me. When you are in the program you get more time with the teacher, and most of all the teacher cares more about what happens to you. The program has a gas station the boys can work at, and a Crafts School for boys and girls.

A student gets paid for working at the gas station or at V.I.P. Crafts. A student who is already in the program should be very thankful that he got the first chance instead of someone else. The best thing that has happened to me is that I was selected to be in the program and I'm going to hate to see the day when I graduate and leave the program, because it is a very helpful program.

****

CDP SHELL

I think work experience is a wonderful thing. It gave me a chance to gain some pretty valuable work experience, because before I got a job working for CDP Shell I hardly knew a thing about cars. But as soon as I started working at the station the manager, Richard Felker, taught me how to do almost everything that there was to do and the assistant manager helped me out a little too, because when I started I wasn't very good on doing car washes. Bill, that's the assistant manager, always was getting on me about the way I left dirty spots on the cars.

But now I'm a junior supervisor making 80¢ an hour and $1.20 an hour overtime. I work at the station from 10:30 to 1:00 through the week, and on Saturdays I work from 2:00 until we close at 9:00.

Now I really like working, because I like to work with cars, and the other thing I like is the money.

****

MAINTENANCE

I think work experience gives a person a chance to work at a job he likes. It gives you a chance to make some money while you're going to school.

Well, I work on maintenance. It isn't too bad of a job. I like it because it shows me how I can get along with a boss and other people. I work for Junior High maintenance and my boss, Mr. Casey, is a good boss to work for. He will not jump too hard if you do something wrong, but he jumps if you play around and don't do your work.

I think work experience gives me a chance to work with people and shows how other people work so you can learn from them.

****

V.I.P. CRAFTS

My name is Wilma Buckner. I am presently employed in the Vocational Improvement Program at 908 State. Our bosses are Mr. John Koscielski and Mr. Arthur Huseman.

Mr. Huseman is the bus driver and he also helps the boys in the woodworking shop. The boys make many different things like book holders, end tables, what not shelves, ash trays, stools, and many other items. The girls, who usually work under Mr. Koscielski, make many interesting things, such as key chains, feather bottles,

(Con't. on col. 1, pg. 7)

V.I.P. CRAFTS

(Con't. from col. 2, pg. 6)

feather flowers, placemats, flower arrangements, earrings, necklaces, wallets, and many other items.

We get paid at the beginning of every month. Our checks vary depending on how many times we are absent, and how much we get done.

I will tell you a little more about V.I.P. itself. There are six hours; we work two out of the six. We begin our day by being picked up by Mr. Huseman at the Quincy Senior High. Then he lets us off at 908 State. We begin our work by doing whatever Mr. Koscielski tells us to do. When it is time for clean-up, we put everything back in place and after everything is done we are allowed to get a soda.

I really like working at V.I.P. because it gives me a lot of opportunities to make and decorate things which I never knew I could do before. It also gives me a chance to help other people and help myself. It also makes me think about what I am doing, and if it will suit another person.

****

V.I.P. CRAFTS

I work at the Vocational Improvement Program. The place is located at 908 State. Mr. Koscielski is the boss. V.I.P. is a very good place to work because it helps you to know how it would be in a factory. Every morning we catch a bus and go to V.I.P. Mr. Huseman is the bus driver. He is also the boss in rear room of the building. In the back room we work mostly with wood. We make address signs and necktie racks. In the middle room they work on clay and ash trays.

We have a store at the front of the building. We sell anything. This includes flowers and vases. We also have wood projects, including letter holders. This summer V.I.P. will be remodeled and painted. There will be some boys working down there this summer from 8:00 to 12:00 in the morning.

****

C.D.P. GENERAL COMMENTS

I am a student of the Curriculum Demonstration Program. I work at both V.I.P. Crafts School at 908 State, and CDP Shell, 24th and Oak. V.I.P. is a pretty good place to work. We have many different choices of work there. We can work on flowers, woodworking, and papier-mache. At CDP Shell we can work on changing oil, pumping gas, or washing cars. At both places we can learn a good trade.

My teacher, Mr. Price, teaches us something besides trades. He tries to teach us how to make good grades. Sometimes I disagree with him, but in the long run he is right. He has done a lot for us and we try to do a lot for him. He treats us as what we are and we do the same to him.

Mr. Moore and Mr. Rull have done an important part in getting us a job and helping us out. Mr. Moore and Mr. Rull both check on us to see how we are doing. So far we haven't a bad thing to say about CDP. It really helps us to learn.

In all, Mr. Moore, Mr. Rull, Mr. Price, Mr. Koscielski and Mr. Huseman have done a lot for us. They have really taken a lot of time and effort of their own to help us learn. And they are there when we need them.

Appendix F

STUDENT WORKER RATING

Below is a list of ten things that employers may think important on the job. Maybe all of these things are not important for all jobs.

Which three do you believe your employer thinks are most important on your job. MARK an X in column 1 for these three things.

Which three do you believe your employer thinks are least important on your job. MARK an X in Column 2 for these three things.

Most Important		Least Important
Choose 3		Choose 3
____	APPEARANCE - Do you believe your employer wishes you to dress and look neat while you are working?	____
____	PUNCTUALITY - Does your employer expect you to report for work on time?	____
____	ATTENDANCE - Will your employer consider it essential for you to report for work when you are scheduled to do so?	____
____	QUANTITY OF WORK - Do you believe your employer wants you to work hard and produce on your job?	____
____	RELATIONSHIPS WITH OTHERS - Will your employer think it is important for you to get along with people you meet on the job?	____
____	ATTITUDE TOWARD WORK - Does your employer want you to be happy while you are working?	____
____	DESIRE TO LEARN - Do you believe your employer wishes you to ask questions about the job and find new ways to do a better job?	____
____	QUALITY OF WORK - Does your employer expect you do a good job?	____
____	CHARACTER - Does your employer think it is important for you to be honest?	____
____	CHEERFULNESS - Will your employer think that you should be a pleasant person?	____

(Revised Form) August/1964

Appendix G

WORK EXPERIENCE QUESTIONNAIRE

Please answer the following questions regarding the operation of the work experience program at Quincy Senior High School.

1. Are you interested in working at our CDP service station? Why or Why not.

2. What hourly wage would you expect?

3. What time of the day do you wish to work? A. Morning, B. Afternoon, C. Evenings. (School schedule can be changed for those wishing to work during the school day.)

4. Would you be interested in taking a service station training course if it were offered in the regular school schedule?

5. Would you be interested in a Motor Analysis and Tune-Up course that would be offered here at Q.H.S. after school for credit? (This course would be open to anyboy in the CDP project.)

6. What type of work experience training would you like to have here at Q.H.S.? (Omit school store, service station training school, and school maintenance.)

7. Do you feel that everyone in the CDP program should be required to participate in some work experience before graduation? Why or Why not.

8. If you are presently employed in one of the sheltered work experience programs (school store, service station training school, or school maintenance) what suggestions would you make for the betterment of the program?

9. Do you feel that the work experience training has been helpful to you? Explain your answer.

1/10/66 Name _____

Appendix H

A Curriculum Demonstration Program For Dropout-Prone Students

by Charles V. Matthews and John E. Roam

(under separate cover)

References

1. Bowman, Paul H. and Matthews, Charles V., Motivations of Youth for Leaving School, Cooperative Research Project No. 200, University of Chicago, Quincy Youth Development Project, Quincy, Illinois, 1960.

2. Matthews, Charles V. and Roam, John E., A Curriculum Demonstration Program for Dropout-Prone Students, Southern Illinois Univeraity, 1966